DOCUMENT RESUME

ED 070 787 UD 013 075

AUTHOR	Barnett, Saul; And Others
TITLE	Evaluation of San Francisco Unified School District Desegregation/Integration, 1971-72.
INSTITUTION	San Francisco State Coll., Calif. TABA Social Studies Curriculum Project.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Oct 72
GRANT	OEG-9-72-0003(207)
NOTE	374p.
EDRS PRICE	MF-$0.65 HC-$13.16
DESCRIPTORS	Academic Achievement; Attendance Patterns; Changing Attitudes; Elementary School Students; Ethnic Distribution; *Integration Effects; Integration Studies; Parent Reaction; *Program Evaluation; *Restrictive Transfer Programs; *School Integration; Secondary School Students; Student Attitudes; Teacher Attitudes
IDENTIFIERS	*California

ABSTRACT

From the Fall of 1971 to Spring of 1972, the evaluation staff from Component V cooperated with the district research staff in collecting data for a product report determining how well the desegregation in San Francisco elementary schools was succeeding. The product evaluation strategy for this ESAP report is based on the Western Regional Desegregation Program. The product evaluation extends beyond the ESAP program and encompasses data from those individuals that may or may not have been reached by the special ESAP functions. The evaluation addresses itself to the following three goals: (1) Educational Impact--to assess the academic performance of pupils in the San Francisco elementary schools through the desegregation/integration program; (2) Affective Impact--to assess positive feelings and attitudes in San Francisco elementary schools through the desegregation/integration program; and, (3) Structural Aspects--to assess the structural aspects (ethnic balance, attendance, etc.) of the San Francisco elementary schools through the desegregation/integration program. A number of test instruments were used. They included standardized achievement tests, psychological and sociological instruments, and survey instruments. (Author/JM)

ED 070787

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EVALUATION OF SAN FRANCISCO UNIFIED SCHOOL DISTRICT DESEGREGATION/INTEGRATION 1971-72

ESAP GRANT NO. OEG-9-72-0003(207)

October 1972

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CHAPTER I
OVERVIEW

From the Fall of 1971 to Spring of 1972, the Evaluation staff from Component V cooperated with the District Research staff in collecting data for product report determining how well the desegregation in San Francisco elementary schools was succeeding. The product evaluation strategy for this ESAP report is based on the Western Regional Desegregation Project. The product evaluation extends beyond the ESAP program and encompasses data from those individuals that may or may not have been reached by the special ESAP functions.

A number of test instruments were used. They included standardized achievement tests, psychological and sociological instruments and survey instruments. The tests originated from various sources. These included the San Francisco Unified School District evaluation staff, the Western Regional Desegregation Project, the Institute of Human Development, U. C. Berkeley, California, and test publishers.

The evaluation addresses itself to the following three goals:

Goal 1: Educational Impact (Chapter 2) - To assess the academic performance of pupils in the San Francisco elementary schools through the desegregation/integration program;

Goal 2: Affective Impact (Chapter 3) - To assess positive feelings and attitudes in San Francisco elementary schools through the desegregation/integration program;

Goal 3: Structural Aspects (Chapter 4) - To assess the structural aspects (ethnic balance, attendance, etc.) of the San Francisco elementary schools through the desegregation/integration program.

The following consists of abstracts for each of the objectives found under each of the three goals.

ABSTRACT
CHAPTER 2 - EDUCATIONAL IMPACT
OBJECTIVE #1

Objective. To assess the level of achievement in reading for San Francisco's elementary public school children.

Procedure. To answer the evaluation question "What is the status of reading in the San Francisco public schools at the end of the first year of desegregation/integration?", standardized tests of achievement were administered to second and sixth grade students. The Cooperative Primary Test was administered to 5,790 second grade students, and the California Test of Basic Skills was administered to 5,482 sixth grade students in May 1972. These scores were compared to May 1971 test results for the total District as well as for each of the seven zones. Scores are also reported by selected populations including ethnic groups, bused and nonbused students, those using Hoffman reading equipment and those not.

Findings. The end of the first year test results are to be considered baseline data against which scores for subsequent years may be compared. District wide, grade two students achieved a median grade equivalent score of 2.5, although the national norm was 2.8 at the time of the May 1972 testing. Examination of results between the May 1971 and May 1972 test periods revealed second grade students made seven months growth in one school year (i.e., ten months). Grade six students achieved a median score of 5.6, although the national norm was 6.8 at the time of the May 1972 testing. Examination of results between the October 1971 and May 1972 test periods showed sixth grade students making month-for-month growth gains.

When the results were examined by Zone, it was found that Zone I, which had been desegregated for two years, ranked one in the District and exceeded the national norm at the second grade. In addition, one other Zone in the District also equalled the national norm. At the sixth grade, Zone I also ranked first in reading scores, however three additional Zones also exceeded the District median grade equivalent.

When examining the five ethnic groups with the largest number of pupils, the following ranking (from high to low) occurred on grade two reading scores: Other White, Chinese, Filipino, Spanish-speaking, and Black. Although data was reported for Japanese, Other Non-White, Korean and American Indian, the numbers were too small to be a meaningful part of this ranking. The District median grade equivalent score value for all groups was 2.5, while the values for each of the nine ethnic groups reported ranged from 2.1 to 3.7.

When examining the sixth grade reading scores, the ethnic group rankings remain the same, however the District median grade equivalent was 5.6 for the nine groups with the values for each of the ethnic groups ranging from 4.6 to 7.5.

Examination of sub-groups revealed that District-wide, nonbused students scored slightly higher on the May 1972 test, while results from each of the various Zones were mixed. Scores for students using Hoffman reading equipment are ambiguous, with users averaging slightly higher scores District-wide but scoring lower in the two Zones that used Hoffman the most.

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ABSTRACT
CHAPTER 2 - EDUCATIONAL IMPACT
OBJECTIVE #2

Objective. To assess the level of achievement in arithmetic for San Francisco's elementary public school children.

Procedure. To answer the evaluation question "What is the status of arithmetic in the San Francisco public schools at the end of the first year of desegregation/integration?", a standardized test of arithmetic achievement, the California Test of Basic Skills, was administered to 5,436 sixth grade students in May 1972. These scores were compared to October 1971 test results for the District as well as each of the seven Zones. Scores are also reported by selected populations, including ethnic groups, and bused and nonbused students.

Findings. The end of the first year test results are to be considered baseline data against which scores for subsequent years may be compared. District-wide, grade six students achieved a median grade equivalent score of 5.9 on the May 1972 test, although the national norm is 6.8. Students, however, made month-for-month growth between the October 1971 and May 1972 test periods.

When the results were examined by Zone, it was found that Zone I, which had been desegregated for two years, ranked #1 in the District. Three other Zones in the District also exceeded the District median grade equivalent.

When examining the five ethnic groups with the largest number of pupils, the following ranking from high to low occurred in grade six arithmetic achievement: Chinese, Other White, Filipino, Spanish-surname and Blacks. Although data was reported for Japanese, Other Non-Whites, Koreans and American Indians their numbers were too small to be a meaningful part of this ranking. The District median score value for all groups was 5.9; however, the values for each of the nine ethnic groups reported ranged from 4.9 to 7.7.

ABSTRACT
CHAPTER 2 - EDUCATIONAL IMPACT
OBJECTIVE #3

Objective. To gather, analyze, and interpret baseline data indicating the level of social studies skills for San Francisco's elementary public school children.

Procedure. To answer the evaluation question "What is the level of social studies skills for San Francisco school children at the beginning of the first year of desegregation/integration?", in December 1971 the Primary Social Studies Test (constructed to sample students' understanding of social studies content commonly taught in grades 1, 2 and 3) was administered to a quota sampling of third graders (N=711) and the Sequential Test of Educational Progress - Social Studies (constructed to assess skills of organizing, interpreting, and evaluation information) was administered to a quota sampling of sixth graders (N=743).

Findings. San Francisco Unified School District's third grade pupils scored significantly lower than national norms, though considering that the norm population varied considerably in socio-economic background and geographic location from the San Francisco Unified School District's urban population, San Francisco Unified School District's third graders do not appear to be grossly deficient in social studies skills. San Francisco Unified School District's sixth graders also scored significantly lower on the sixth grade test when compared to national norms. The skewed score distribution for the sixth graders suggests that while social studies content must of necessity vary, perhaps attainment of specific skills for the intermediate graders should be standardized.

ABSTRACT
CHAPTER 2 - EDUCATIONAL IMPACT
OBJECTIVE #4

Objective. To assess possible sources of information where San Francisco Unified School District children may have gained knowledge about people of other backgrounds, and the amount of interest students possessed in acquiring such knowledge.

Procedure. To answer the evaluation questions "Where do San Francisco Unified School District pupils get their information about other people? How much time do pupils think they spend learning about others? How much interest do pupils think they have in learning about others, and does the process of desegregation have any effect on these areas over time?", a questionnaire was devised and administered to a sample of third (N=711) and sixth (N=743) grade students in both December 1971 and May 1972.

Findings. At both testing times for both third and sixth graders, teachers were ranked as the most important source of information about other people (races and nationalities different from the students). Seventy-six percent of the third graders responded in December 1971 that they either "sometimes" or "often" spent time learning about other people as compared to 77% in May 1972. Seventy-eight percent of the sixth graders responded in December 1971 that they either "sometimes" or "often" spent time learning about other people as compared to 73% in May 1972. Seventy-five percent of the third graders responded in December 1971 that they either "sometimes" or "very often" were interested in learning about other people as compared to 67% in May 1972. At the sixth grade level, 86% selected these categories in December 1971 while 89% selected them in May 1972. These figures evidence a high amount of interest and time spent in learning about people of other backgrounds, although there was some fluctuation over time.

ABSTRACT
CHAPTER 2 - EDUCATIONAL IMPACT
OBJECTIVE #5

Objective. To assess pupils' ethnocentrism in the San Francisco Unified School District.

Procedure. To answer the evaluation questions "What amount of ethnocentrism do San Francisco Unified School District pupils have? Does the amount change after one year of attending desegregated schools?", questionnaires revealing undemocratic opinions and attitudes which could lead to ethnic prejudices were administered to a quota sampling of third graders (N=711) and sixth graders (N=743) in December 1971 and May 1972.

Findings. Third graders showed no change in direction from December 1971 to May 1972. The majority of third grade students reported "medium" ethnocentrism at both testing times. At the sixth grade level, the majority of students reported "medium" ethnocentrism in December 1971 while in May 1972 the majority of sixth grade students reported low ethnocentrism. At the sixth grade there was a 14% increase between December 1971 and May 1972 in those reporting "low" ethnocentrism.

ABSTRACT
CHAPTER 2 - EDUCATIONAL IMPACT
OBJECTIVE #6

Objective. To measure the school system's supportive role in facilitating desegregation by disseminating multi-ethnic information to San Francisco Unified School District teachers.

Procedure. A teacher questionnaire was distributed to all third and sixth grade teachers in the San Francisco Unified School District (N=412) for the collection of data on:

1) the availability, use, and quality of multi-ethnic materials;

2) class activities oriented toward multi-ethnic awareness

3) teacher's opinions about curriculum changes for multi-ethnic development.

Findings. Analysis of the data showed that for the implementation of desegregation/integration, the District provided only half of the multi-ethnic materials that were available to teachers, with the other half being provided by the teachers themselves. In rating quality aspects of the multi-ethnic materials on a five point rating scale, the teachers gave the materials only a moderate rating in the areas of grade level readability, interest and relevancy, and multi-curriculum applicability.

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The multi-ethnic materials supplied by the District and used most frequently were audio-visual materials and textbooks. The areas in which there was the greatest need was the development of materials appropriate for the primary grades.

Half of the teachers feel that in the implementation of desegregation, curriculum changes should be made for one or more of the following reasons:

1) to individualize the instructional program;
2) to update the existing curriculum;
3) to meet the need for multi-cultural understanding.

The teachers expressed a need for District developed and disseminated directories of 1) multi-ethnic people, 2) multi-ethnic curriculum materials, and 3) multi-ethnic related field trips for use to facilitate multi-cultural understanding and appreciation.

ABSTRACT
CHAPTER 3 - AFFECTIVE IMPACT
OBJECTIVE #1

Objective. To assess pupils' self-concept in the SFUSD.

Procedure. To answer the evaluation question "Have the feelings and attitudes of students about themselves, their peers and school changed during the 1971-72 school year?", a test of self-concept was administered to a sample of third and sixth grade students during two test periods. The first testing occurred in December 1971 (N=1288 students), and the retest in May 1972 (N=728 students).

Findings. Results of the test-retest were compared to assess possible changes in self-concept. Preliminary findings indicate that third grade students showed statistically significant increases in self-concept, while sixth grade students showed statistically significant decreases.

When examined by ethnic group, self-concept increased for third grade minority children of Black, Other Non-White and Asian origin. These shifts were statistically significant. Self-concept decreased for Spanish-surname students at this grade level, and remained about the same between testings for White children.

At the sixth grade all children, regardless of ethnic background, reported more negative self-concept scores on the retest. However, the only statistically significant shift was reported for students of Spanish-surname.

Preliminary results by factors of activity, potency, and evaluation were also reported, although no tests of significance were made. Results by total groups showed increases between test periods for third graders on each factor, with the greatest increase occurring on the activity factor. Decreases on each factor were reported for sixth graders with the largest decrease occurring on the evaluation factor. However, when examined by ethnic group and grade, not all groups followed the pattern of the total group. Notable examples of this were third grade decreases for students of Spanish-surname on factors of potency and evaluation, reported increases for sixth grade Black and Asian students on the activity factor and scores for sixth grade White students on the evaluation factor which remained essentially the same between testings.

ABSTRACT
CHAPTER 3 - AFFECTIVE IMPACT
OBJECTIVE #2

Objective. To assess cross-cultural student interaction patterns in the San Francisco Unified School District.

Procedure. To answer the evaluation question "Have the social interaction patterns of students changed during the first year of the desegregation/integration program?", a sociometric questionnaire was administered to a sample of third and sixth grade classes during two test periods. The first testing occurred in December 1971 (N=60 classes) and the retest in May 1972 (N=53 classes).

Findings. Results of the test-retest were compared to assess possible changes in student interaction patterns over time. Preliminary analysis investigated patterns of association within ethnic groups. Statistically significant findings at the third grade revealed that Black, Asian and Other Non-White students selected peers from their own ethnic group less often and by inference members of other groups more often on the retest than on the first administration of the test in December 1971.

At the sixth grade level patterns of White, Black and Asian students also revealed selection of members of other ethnic groups more often on the retest. These findings were statistically significant.

The direction of change in patterns of association for students of other ethnic groups, although statistically non-significant, are also interesting. On the retest, third grade White students and sixth grade Other Non-White students revealed more open patterns of association by selecting members of other ethnic groups more often than Black and Asian students. Students of Spanish-surname were the only group who either did not change their patterns of association between testings or made a negative shift by selecting peers from their own ethnic group more often on the retest.

ABSTRACT
CHAPTER 3 - AFFECTIVE IMPACT
OBJECTIVE #3

Objective. To assess parental involvement and attitudinal support for desegregation/integration in the SFUSD.

Procedure. A Parent Survey was developed to answer the evaluation question "Have attitudes toward desegregation/integration changed during the 1971-72 school year?" The Survey was administered in both December 1971 (N=5,000) and May 1972 (N=4,477).

In addition, available parent/teacher conference data was analyzed to answer the question "Has the degree of parental involvement in the school community changed during the 1971-72 school year?"

Findings. A comparison of parent group responses between the test and retest was made. Statistically significant positive changes in parent attitudes during the school year were reported in the following areas: anticipated problems of student behavior in class or on the playground, desegregation exacerbating tensions between ethnic groups, students establishing friendships and participating in social activities, problems school staff might have in teaching classes, feelings of isolation from the school, and the friendliness of teachers.

Areas where parental attitudes became more negative to a significant degree during the first year of desegregation were the following: problems associated with participation in after school activities, desegregation beginning as early as possible in a child's school career, and reaction to the desegregation plan itself.

The retest data was analyzed by sub-group, and provides a profile of parent attitudes within groups. A response pattern emerged for all questions on the survey that revealed the polarization of Black and Chinese parent attitudes, with Black parents displaying the most positive attitudes and Chinese parents the most negative. White parents often agreed with Chinese parents, although not to the same degree, while Spanish-surname parents usually selected moderate response categories.

The retest also revealed rather surprising differences between parents of bused and nonbused students. Parents of bused students revealed more positive attitudes in areas that directly affected their children such as safety, friendships, and after school activities than did parents of nonbused students.

A final question on the May 1972 survey asked parents to "grade" the overall desegregation/integration effort for the year. Responses to this question may give a comprehensive appraisal of parental attitudes at the end of the first year. Of the total group of parents responding to this question (N=4,027) 27.2% assigned "grades" of either Very Good or Good to the desegregation/integration effort. Thirty-six and six tenths percent (36.6%) assigned a "grade" of Satisfactory,

while 35.9% judged the desegregation/integration effort as Unsatisfactory or Failed.

Analysis of parent/teacher conference data revealed an overall increase in the number of students represented by parents at conferences held in January 1972 (post-desegregation) as compared to conferences held in March 1971 (pre-desegregation). A leveling off process took place by the succeeding post-desegregation conference period in April 1972. These findings coupled with parent responses to questions of feelings of isolation from the school site on the parent survey, and data reporting the establishment of and participation in Zone Councils was supportive evidence of active parent involvement during the 1971-72 school year.

ABSTRACT
CHAPTER 3 - AFFECTIVE IMPACT
OBJECTIVE #4

Objective. To assess school staff attitudes towards the desegregation/integration program in the San Francisco Unified School District.

Procedure. To answer the evaluation question "Has the implementation of the desegregation/integration plans changed teachers' attitudes toward desegregation?", a Teacher Opinion Survey assessing general attitudes towards desegregation/integration and toward four major ethnic groups was distributed to all third and sixth grade teachers (N=424) in December 1971 and (with minor modifications) May 1972.

Findings. On both the first testing and retest 93% of the respondents were at least somewhat satisfied with their assignments indicating that a year of the desegregation/integration program had a negligible effect on this level of satisfaction. On both the first test and retest most teachers felt that new staff members were well received at the school, desegregation did not create polarization among staff members, and parents' contact decreased but not by the figures teachers anticipated. Most of the teachers also indicated they agreed with these statements: standards of behavior and discipline should be the same for all children and each child's academic achievement should be graded by the extent to which he is performing to his ability, indicating that teachers allowed for more individual differences in academic standards as opposed to behavior, and that there was a tendency toward greater acceptance of individualization.

When asked to indicate their attitudes toward four major ethnic groups, teachers gave a distinctive shape to each ethnic group profile indicating that they do have different attitudes about different ethnic groups.

ABSTRACT
CHAPTER 3 - AFFECTIVE IMPACT
OBJECTIVE #5

Objective. To assess the attitudes of elementary school administrators toward the desegregation/integration program in the SFUSD.

Procedure. To answer the evaluation question "What are the attitudes of elementary school administrators toward the desegregation/integration program of the San Francisco Unified School District?", a questionnaire assessing such attitudes was submitted to all elementary school administrators (N=110) during May 1972.

Findings. The most positive responses were related to questions concerning grade level organization, ethnic tensions, equalized quality education, teacher morale, and parental attitudes toward busing. The most negative responses dealt with the questions of teacher difficulty in teaching in a desegregated situation, community participation and community involvement in the grade level reorganization plan. Zone I administrators, in the second year of desegregation/integration, possessed the most positive attitudes toward the desegregation/integration program. Paraprofessionals, supplies, equipment, and counseling services were mentioned most often as factors promoting quality education in the schools. Several administrators indicated that the educational environment had improved since desegregation/integration.

ABSTRACT
CHAPTER 4 - STRUCTURAL ASPECTS
OBJECTIVE #1

Objective. To assess in each SFUSD school the ethnic student balance as compared to the ethnic composition designated by state guidelines.

Procedure. To answer the evaluation questions "During the first year of the desegregation/integration program did all the elementary school ethnic enrollments achieve ethnic balance within state guidelines? Similarly, did the seven elementary Zones likewise achieve ethnic balance?", the elementary schools' pupil ethnic enrollments of Fall 1971 (post-desegregation) were compared to ethnic counts of Fall 1970 (pre-desegregation).

Findings. Among individual schools substantial progress in creating an ethnic balance was achieved, particularly in Zones V and VII and II and IV. Zone I had already effectively implemented a desegregation/integration plan in 1970-1971. Zones III and VI, while making progress, lagged behind the other Zones in achieving wide-scale desegregation.

ABSTRACT
CHAPTER 4 - STRUCTURAL ASPECTS
OBJECTIVE #2

Objective. To assess in each SFUSD school the staff ethnic balance.

Procedure. To answer the evaluation question "During the first year of the desegregation/integration program have the faculties of the individual elementary schools and the seven Zones reflected the elementary schools' certificated ethnic averages (for the San Francisco Unified School District)?", reports recording ethnic employment of certificated personnel for each San Francisco Unified School District school were compared between October 1970 and December 1971.

Findings. Among certificated employees, the percent of Other Whites declined 5% while the percents in all other ethnic groups, excepting Korean and American Indian whose numbers are negligible, rose between .2% and .8%. The 112 "Unknowns" during 1971-72 were almost all new employees and because of the school district's affirmative action policy it is probably safe to assume that at least half of these would fall into ethnic groups other than Other White.

The ratio of Other White to all other certificated employees showed increases in the percents of "All Other" employees in all Zones and in the elementary schools as a whole for the year 1971-72 as compared to the previous year. While the results are largely judgemental, certain generalizations can be made as to the effectiveness of the attempt to desegregate the certificated staff of the elementary schools. Almost three-fourths of the school faculties made positive changes moving toward ethnic averages approximating those of the elementary school totals.

ABSTRACT
CHAPTER 4 - STRUCTURAL ASPECTS
OBJECTIVE #3

Objective. To assess the attendance of pupils in the SFUSD.

Procedure. To answer the evaluation question "During the first year of the desegregation/integration program was there less absenteeism (as compared to the previous year) due to illness and reasons other than illness?", a longitudinal attendance study was undertaken for third and sixth grade students only. A 20% random sampling of students in every third (N=5277) and sixth (N=5890) grade class in the city was obtained. These pupils were traced back to the schools they attended during their second and fifth grades, respectively, during the 1970-71 school year. Records were made of their absenteeism for the two years 1970-71 (before desegregation/integration) and 1971-72 (after desegregation/integration).

Findings. For the third grade there was an over-all increase in the average number of days absent (0.8 days), with bused pupils accounting for an increase of 2.1 days while nonbused decreased by 0.5 days. A marked decrease in absenteeism occurred for Black pupils who walked to school, particularly in Zones I, V, VI, and VII, with a decrease in absenteeism for both bused and nonbused pupils. Asians had better attendance than other ethnic groups. Sixth graders had an over-all increase in average number of days absent (0.9 days), with bused pupils accounting for an increase of 1.6 days and nonbused an increase of 0.2 days. There was a significant decrease of 2.0 days absenteeism for Black pupils who walked to school but a slight increase of .3 days for bused pupils. Zones IV and VI had a decrease in absenteeism for both bused and nonbused Black pupils. Again, Asians had better attendance than other ethnic groups.

ABSTRACT
CHAPTER 4 - STRUCTURAL ASPECTS
OBJECTIVE #4

Objective. To assess the attendance of pupils through utilization of suspensions in the San Francisco Unified School District.

Procedure. To answer the evaluation question "During the first year of the desegregation/integration program, was there a reduction (in comparison to the previous year) in the number of suspensions of pupils?", only the suspensions for grades three and six were considered. The suspensions for the entire District and Zone I (in its second year of desegregation/integration) for grades 3 and 6 of each ethnic group are compared for 1970-71 and 1971-72.

Findings. For the third grade, although the total enrollment for the District decreased, the number of suspensions increased (a 13% increase). All ethnic groups, except Spanish-speaking/surname, showed an increase in the number of suspensions with the Other White group having the largest increase. In the sixth grade, all ethnic groups except Asian showed an increase in the number of suspensions (a 61% increase). The Black group had the greatest percentage increase. In Zone I third grade, the Black group suspensions decreased, particularly nonbused pupils (the enrollment increased). There were no suspensions during the two year period for Asians or Other Non-Whites in Zone I. The total number of suspensions for all groups decreased in this Zone. For the sixth grade in Zone I, while there was a slight decrease in enrollment for Other White pupils, there was a slight increase in suspensions, with bused pupils accounting for most of the increases. In the Black group there was an increase in the number of suspensions, and only a slight increase in the population. Bused pupils accounted for almost all of the suspensions. In the other ethnic groups there were very few suspensions. Looking at the totals, while enrollment increased by 19 pupils, suspensions increased by 76.

CHAPTER 2
EDUCATIONAL IMPACT

GOAL

TO ASSESS THE ACADEMIC PERFORMANCE OF PUPILS IN THE SAN FRANCISCO ELEMENTARY SCHOOLS THROUGH THE DESEGREGATION/INTEGRATION PROGRAM

OBJECTIVE #1

To assess the level of achievement in reading for San Francisco's elementary public school children.

EVALUATION QUESTION

What is the status of reading in the San Francisco public schools at the end of the first year of desegregation/integration?

It is expected that as an outgrowth of the desegregation/integration[1] program the academic level of the students may be improved. One is initially tempted to ask what kind of impact D/I has had; however, it is judged that because D/I was so hurriedly planned and implemented, it would be grossly premature to attempt to assess its impact upon academic achievement after only a short year's time. This report, therefore, is focused upon presenting some facts and figures which may be taken as baseline data against which reading achievement may be compared in the next year or two, although some pre- and post-test[2] (2nd grade) and test-retest[3] (6th grade) data are reported for the first year of D/I.

Test results can assist in the evaluation of the effectiveness of instruction provided they are used wisely and not used as the sole basis for this purpose. Many factors, over and above the quality of instruction, such as attendance, home environment, past educational experience, school morale, community support, school plant, etc., can influence the performance of students on tests.

While test scores have limitations as measures of academic growth, they are nevertheless the only form of objective information that is common to all schools. This report, therefore, restricts its scope to the representation of reading test scores for grades two and six. These two grades were chosen because they were judged to be representative grades of the primary and intermediate levels of instruction. They were also chosen in order to conserve time and expense devoted to testing and to take full advantage of the existing State mandated testing program.

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[1] referred to in the following report as D/I

[2] pre- and post-tests in that the pre-tests were administered before citywide desegregation

[3] test-retest in that the first testing was administered after citywide desegregation

PROCEDURES

For both the second and sixth grades, reading scores are reported for the school district, as a whole, as well as for each of the seven zones. In addition, scores are reported by selected populations which include the different ethnic groups, bused and nonbused students, those who used Hoffman reading equipment, and those who didn't. The Cooperative Primary Test was administered to the second grade and the CTBS was administered to the sixth grade.

For grade two, May 1972 interquartile grade equivalent scores are first reported, followed by a comparison of May 1972 and May 1971 median scores and median months of gain of pupils for whom we have both 1971 (pre-test) grade one and 1972 (post-test) grade two test scores. For grade six, May 1972 interquartile grade equivalent scores are also reported, followed by a comparison of May 1972 and October 1971 median scores and median months of gain of pupils for whom we have both test-retest scores. It should be pointed out that all comparisons are not based on matched scores of individual pupils but rather on unmatched group scores.

DATA REPORTING AND ANALYSIS

The following tables summarize reading grade equivalent test scores for grade two:

Exhibit 2.101	District and Zones, May '72 Interquartile Summary
Exhibit 2.102	District and Zones, Medians for Pre-and Post-Test and Gains
Exhibit 2.103	Selected Populations, District, May '72 Interquartile Summary
Exhibit 2.104	Selected Populations, District, Medians for Pre-and Post-Tests and Gains
Exhibit 2.105	Selected Populations, Zone 1, May'72 Interquartile Summary
Exhibit 2.106	Selected Populations, Zone 1, Medians for Pre- and Post-Test and Gains
Exhibit 2.107	Selected Populations, Zone 2, May'72 Interquartile Summary
Exhibit 2.108	Selected Populations, Zone 2, Medians for Pre- and Post-Test and Gains
Exhibit 2.109	Selected Populations, Zone 3, May '72 Interquartile Summary
Exhibit 2.110	Selected Populations, Zone 3, Medians for Pre- and Post-Test and Gains

Exhibit 2.111	Selected Populations, Zone 4, May'72 Interquartile Summary
Exhibit 2.112	Selected Populations, Zone 4, Medians for Pre- and Post-Test and Gains
Exhibit 2.113	Selected Populations,Zone 5, May'72 Interquartile Summary
Exhibit 2.114	Selected Populations, Zone 5, Medians for Pre- and Post-Test and Gains
Exhibit 2.115	Selected Populations, Zone 6, May'72 Interquartile Summary
Exhibit 2.116	Selected Populations, Zone 6, Medians for Pre- and Post-Test and Gains
Exhibit 2.117	Selected Populations, Zone 7, May'72 Interquartile Summary
Exhibit 2.118	Selected Populations, Zone 7, Medians for Pre- and Post-Test and Gains

The following tables summarize reading test scores for grade six:

Exhibit 2.119	District and Zones, May'72 Interquartile Summary
Exhibit 2.120	District and Zones, Medians for Test-Retest and Gains
Exhibit 2.121	Selected Populations, District, May'72 Interquartile Summary
Exhibit 2.122	Selected Populations, District, Medians for Test-Retest and Gains
Exhibit 2.123	Selected Populations, Zone 1, May'72 Interquartile Summary
Exhibit 2.124	Selected Populations, Zone 1, Medians for Test-Retest and Gains
Exhibit 2.125	Selected Populations, Zone 2, May'72 Interquartile Summary
Exhibit 2.126	Selected Populations, Zone 2, Medians for Test- Retest and Gains
Exhibit 2.127	Selected Populations, Zone 3, May'72 Interquartile Summary
Exhibit 2.128	Selected Populations, Zone 3, Medians for Test-Retest and Gains

Exhibit 2.129	Selected Populations, Zone 4, May'72 Interquartile Summary
Exhibit 2.130	Selected Populations, Zone 4, Medians for Test-Retest and Gains
Exhibit 2.131	Selected Populations, Zone 5, May'72 Interquartile Summary
Exhibit 2.132	Selected Populations, Zone 5, Medians for Test-Retest and Gains
Exhibit 2.133	Selected Populations, Zone 6, May'72 Interquartile Summary
Exhibit 2.134	Selected Populations, Zone 6, Medians for Test-Retest and Gains
Exhibit 2.135	Selected Populations, Zone 7, May'72 Interquartile Summary
Exhibit 2.136	Selected Populations, Zone 7, Medians for for Test-Retest and Gains

Note that in the following tables there appear occasional blank spaces. It is felt that no frequency distribution of scores is meaningful when the number of students is less than ten. Therefore, wherever there are fewer than ten students, scores are not reported. Also note that "Median Gains" do not represent the differences between the two testing medians, rather they show the median months of gain attained by the students for whom we have both pre- and post-test and test-retest data.

Great caution must be observed while studying these test scores, especially those for the various ethnic groups. One must constantly bear in mind that there is a multitude of factors such as socio-economic status, parents' educational background, transiency, language and cultural differences, etc., which may have positive or negative influences upon test scores, factors which are not available for study at this time. The greatest caution of all is that one must not make judgments about the ability levels of various ethnic groups on the basis of these test scores. Rather, these scores may be taken as indicators of areas of need in our educational emphasis.

Exhibit 2.101

Grade Two Reading
District and Zones
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL DISTRICT	1.93	2.48	3.23	5790
ZONE 1	2.13	2.90	3.63	808
ZONE 2	1.95	2.55	3.40	656
ZONE 3	1.84	2.30	2.90	1212
ZONE 4	1.88	2.41	3.09	877
ZONE 5	1.90	2.42	3.08	1209
ZONE 6	2.15	2.80	3.70	528
ZONE 7	1.91	2.52	3.20	500

Exhibit 2.102

Grade Two Reading
District and Zones
Median (50% ile) G.E. Scores and Median Gains

	Median G.E. May 1972 Grade 2	Median G.E. May 1971 Grade 1	Median Gain in G.E.	Number for Whom Grade 1 Scores Were Available
TOTAL DISTRICT	2.48	1.81	.74	3983
ZONE 1	2.90	1.87	.90	594
ZONE 2	2.55	1.84	.70	387
ZONE 3	2.30	1.80	.66	714
ZONE 4	2.41	1.77	.67	665
ZONE 5	2.42	1.77	.72	973
ZONE 6	2.80	1.83	.86	409
ZONE 7	2.52	1.77	.84	241

Exhibit 2.103

Grade Two Reading
Selected Populations - District
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL DISTRICT	1.93	2.48	3.23	5790
Spanish-Speaking/ Surname	1.86	2.31	2.85	792
Other White	2.18	2.87	3.71	1658
Black	1.73	2.14	2.73	1850
Chinese	2.13	2.74	3.46	677
Japanese	2.90	3.65	4.10	116
Korean	2.05	2.50	3.40	20
American Indian	1.90	2.27	3.10	27
Filipino	2.13	2.63	3.20	478
Other Non-White	2.08	2.57	3.31	129
Bused	1.87	2.40	3.16	2785
Non-Bused	2.01	2.56	3.30	2939
Hoffman Used	2.17	3.00	3.66	406
Hoffman Not Used	1.92	2.46	3.19	5334

Exhibit 2.104

Grade Two Reading
Selected Populations - District
Median (50% ile) G.E. Scores and Median Gains

	Median G.E. May 1972 Grade 2	Median G.E. May 1971 Grade 1	Median Gain in G.E.	Number for Whom 1971 Scores Were Available
TOTAL DISTRICT	2.48	1.81	.74	3983
Spanish-Speaking/ Surname	2.31	1.71	.72	519
Other White	2.87	1.89	.85	1144
Black	2.14	1.71	.55	1299
Chinese	2.74	1.88	.83	512
Japanese	3.65	2.30	1.20	86
Korean	2.50	2.25	1.05	11
American Indian	2.27	1.70	.70	14
Filipino	2.63	1.83	.89	294
Other Non-White	2.57	1.84	.66	79
Bused	2.40	1.80	.67	1904
Non-Bused	2.56	1.82	.81	2052
Hoffman Used	3.00	1.86	.98	315
Hoffman Not Used	2.46	1.80	.72	3647

Exhibit 2.105

Grade Two Reading
Selected Populations - Zone 1
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL ZONE	2.13	2.90	3.63	808
Spanish-Speaking/ Surname	2.00	2.26	3.50	21
Other White	2.50	3.22	3.90	246
Black	1.73	2.22	2.91	234
Chinese	2.30	3.13	3.73	186
Japanese	2.92	3.60	3.97	53
Korean	*	*	*	5
American Indian	*	*	*	2
Filipino	2.40	3.10	3.55	45
Other Non-White	2.30	2.50	3.20	12
Bused	2.10	2.93	3.68	414
Non-Bused	2.17	2.85	3.61	392
Hoffman Used	2.17	3.04	3.70	338
Hoffman Not Used	2.12	2.78	3.60	464

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.106

Grade Two Reading
Selected Populations - Zone 1
Median (50 %ile) G.E. Scores and Median Gains

	Median G.E. May 1972 Grade 2	Median G.E. May 1971 Grade 1	Median Gain in G.E.	Number for Whom 1971 Scores Were Available
TOTAL ZONE	2.90	1.87	.90	594
Spanish-Speaking/ Surname	2.26	1.70	.60	15
Other White	3.22	2.06	1.02	190
Black	2.22	1.70	.70	172
Chinese	3.13	1.91	1.05	134
Japanese	3.60	2.20	1.36	41
Korean	*	*	*	4
American Indian	*	*	*	2
Filipino	3.10	1.90	1.10	29
Other Non-White	*	*	*	6
Bused	2.93	1.84	.89	296
Non-Bused	2.85	1.93	.92	297
Hoffman Used	3.04	1.85	1.02	257
Hoffman Not Used	2.78	1.88	.83	333

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.107

Grade Two Reading
Selected Populations - Zone 2
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL ZONE	1.95	2.55	3.40	656
Spanish-Speaking/ Surname	1.70	2.50	3.40	13
Other White	2.27	3.00	3.84	267
Black	1.65	2.06	2.52	190
Chinese	1.92	2.50	3.18	120
Japanese	2.00	3.00	3.70	13
Korean	*	*	*	2
American Indian	*	*	*	4
Filipino	2.40	2.90	3.70	29
Other Non-White	2.50	3.10	3.40	13
Bused	1.92	2.51	3.47	319
Non-Bused	1.94	2.57	3.27	299
Hoffman Used	*	*	*	1
Hoffman Not Used	1.94	2.55	3.40	653

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.108

Grade Two Reading
Selected Populations - Zone 2
Median (50% ile) G.E. Scores and Median Gains

	Median G. E. May 1972 Grade 2	Median G. E. May 1971- Grade 1	Median Gain in G.E.	Number for Whom 1971 Scores Were Available
TOTAL ZONE	2.55	1.84	.70	387
Spanish-Speaking/ Surname	*	*	*	8
Other White	3.00	1.97	.81	135
Black	2.06	1.74	.37	127
Chinese	2.50	1.78	.78	80
Japanese	*	*	*	8
Korean	-	-	-	0
American Indian	*	*	*	2
Filipino	2.90	2.40	.50	15
Other Non-White	*	*	*	9
Bused	2.51	1.89	.61	184
Non-Bused	2.57	1.81	.75	185
Hoffman Used	*	*	*	1
Hoffman Not Used	2.55	1.84	.70	385

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.109

Grade Two Reading
Selected Populations - Zone 3
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL ZONE	1.84	2.30	2.90	1212
Spanish-Speaking/ Surname	1.77	2.17	2.70	329
Other White	1.98	2.48	3.43	221
Black	1.72	2.08	2.70	253
Chinese	2.03	2.49	3.08	221
Japanese	*	*	*	5
Korean	*	*	*	3
American Indian	*	*	*	8
Filipino	1.88	2.40	2.87	129
Other Non-White	1.85	2.35	2.80	36
Bused	1.83	2.25	2.82	574
Non-Bused	1.87	2.35	2.96	627
Hoffman Used	*	*	*	1
Hoffman Not Used	1.84	2.30	2.90	1204

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.110

Grade Two Reading
Selected Populations - Zone 3
Median (50% ile) G.E. Scores and Median Gains

	Median G.E. May 1972 Grade 2	Median G.E. May 1971 Grade 1	Median Gain in G.E.	Number for Whom 1971 Scores Were Available
TOTAL ZONE	2.30	1.80	.66	714
Spanish-Speaking/ Surname	2.17	1.74	.65	179
Other White	2.48	1.92	.74	135
Black	2.08	1.73	.47	129
Chinese	2.49	1.83	.73	181
Japanese	*	*	*	4
Korean	*	*	*	2
American Indian	*	*	*	2
Filipino	2.40	1.79	.73	63
Other Non-White	2.35	1.96	.63	17
Bused	2.25	1.77	.61	320
Non-Bused	2.35	1.84	.70	393
Hoffman Used	*	*	*	1
Hoffman Not Used	2.30	1.80	.66	711

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.111

Grade Two Reading
Selected Populations - Zone 4
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL ZONE	1.88	2.41	3.09	877
Spanish-Speaking/ Surname	1.94	2.42	2.94	197
Other White	2.06	2.68	3.55	240
Black	1.73	2.08	2.62	305
Chinese	2.45	3.20	4.10	32
Japanese	*	*	*	8
Korean	*	*	*	1
American Indian	*	*	*	7
Filipino	2.23	2.65	3.07	62
Other Non-White	1.70	2.12	2.60	22
Bused	1.80	2.20	2.78	365
Non-Bused	1.99	2.54	3.29	510
Hoffman Used	-	-	-	0
Hoffman Not Used	1.88	2.41	3.09	872

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.112

Grade Two Reading
Selected Populations - Zone 4
Median (50% ile) G.E. Scores and Median Gains

	Median G.E. May 1972 Grade 2	Median G.E. May 1971 Grade 1	Median Gain in G.E.	Number for Whom 1971 Scores Were Available
TOTAL ZONE	2.41	1.77	.67	665
Spanish-Speaking/ Surname	2.42	1.70	.72	136
Other White	2.68	1.85	.74	194
Black	2.08	1.71	.49	227
Chinese	3.20	2.40	.80	28
Japanese	*	*	*	7
Korean	-	-	-	0
American Indian	*	*	*	5
Filipino	2.65	1.80	.96	47
Other Non-White	2.12	1.60	.60	19
Bused	2.20	1.78	.51	283
Non-Bused	2.54	1.77	.80	381
Hoffman Used	-	-	-	0
Hoffman Not Used	2.41	1.77	.67	665

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.113

Grade Two Reading
Selected Populations - Zone 5
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL ZONE	1.90	2.42	3.08	1209
Spanish-Speaking/ Surname	1.93	2.47	3.08	180
Other White	2.15	2.69	3.50	336
Black	1.71	2.14	2.71	471
Chinese	2.25	2.70	3.30	50
Japanese	*	*	*	6
Korean	*	*	*	1
American Indian	*	*	*	4
Filipino	2.04	2.50	3.08	128
Other Non-White	2.35	2.73	3.30	21
Bused	1.82	2.25	2.78	606
Non-Bused	2.06	2.63	3.34	600
Hoffman Used	*	*	*	1
Hoffman Not Used	1.90	2.42	3.08	1204

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.114

Grade Two Reading
Selected Populations - Zone 5
Median (50% ile) G.E. Scores and Median Gains

	Median G.E. May 1972 Grade 2	Median G.E. May 1971 Grade 1	Median Gain in G.E.	Number for Whom 1971 Scores Were Available
TOTAL ZONE	2.42	1.77	.72	973
Spanish-Speaking/ Surname	2.47	1.63	.82	145
Other White	2.69	1.82	.90	276
Black	2.14	1.74	.47	389
Chinese	2.70	1.96	.84	43
Japanese	*	*	*	5
Korean	*	*	*	1
American Indian	*	*	*	3
Filipino	2.50	1.82	.78	85
Other Non-White	2.73	1.80	.80	15
Bused	2.25	1.75	.56	510
Non-Bused	2.63	1.80	.87	461
Hoffman Used	*	*	*	1
Hoffman Not Used	2.42	1.77	.72	970

*NOTE: No distribution of scores is available when there are fewer than 10 students.

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Exhibit 2.115

Grade Two Reading
Selected Populations - Zone 6
Interquartile Summary of Grade Equivalent Scores
May 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL ZONE	2.15	2.80	3.70	528
Spanish-Speaking/ Surname	1.90	2.46	4.00	18
Other White	2.38	3.07	3.86	180
Black	1.90	2.35	3.23	228
Chinese	2.73	3.20	3.90	28
Japanese	3.43	3.95	4.50	25
Korean	*	*	*	4
American Indian	-	-	-	0
Filipino	2.50	3.16	3.90	29
Other Non-White	1.80	2.60	3.20	12
Bused	2.03	2.72	3.64	244
Non-Bused	2.22	2.84	3.72	281
Hoffman Used	2.15	2.66	3.40	65
Hoffman Not Used	2.15	2.82	3.75	448

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.116

Grade Two Reading
Selected Populations - Zone 6
Median (50% ile) G.E. Scores and Median Scores

	Median G.E. May 1972 Grade 2	Median G.E. May 1971 Grade 1	Median Gain in G.E.	Number for Whom 1971 Scores Were Available
TOTAL ZONE	2.80	1.83	.86	409
Spanish-Speaking/ Surname	2.46	1.80	.77	17
Other White	3.07	1.98	.85	139
Black	2.35	1.64	.86	173
Chinese	3.20	2.20	.57	24
Japanese	3.95	2.30	1.30	17
Korean	*	*	*	2
American Indian	-	-	-	0
Filipino	3.16	2.10	1.00	25
Other Non-White	*	*	*	9
Bused	2.72	1.79	.89	187
Non-Bused	2.84	1.89	.82	220
Hoffman Used	2.66	1.90	.70	55
Hoffman Not Used	2.82	1.82	.87	347

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.117

Grade Two Reading
Selected Populations - Zone 7
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL ZONE	1.91	2.52	3.20	500
Spanish-Speaking/ Surname	1.70	2.10	2.65	34
Other White	2.13	2.90	3.76	168
Black	1.68	2.10	2.63	169
Chinese	2.54	2.95	3.27	40
Japanese	*	*	*	6
Korean	*	*	*	4
American Indian	*	*	*	2
Filipino	2.34	2.80	3.25	56
Other Non-White	2.45	2.90	3.10	13
Bused	2.02	2.71	3.41	263
Non-Bused	1.82	2.41	2.91	230
Hoffman Used	-	-	-	0
Hoffman Not Used	1.91	2.52	3.20	489

*NOTE: No distribution of scores is available when there are fewer than 10 students.

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Exhibit 2.118

Grade Two Reading
Selected Populations - Zone 7
. Median (50% ile) G.E. Scores and Median Gains

	Median G.E. May 1972 Grade 2	Median G.E. May 1971 Grade 1	Median Gain in G.E.	Number for Whom 1971 Scores Were Available
TOTAL ZONE	2.52	1.77	.84	241
Spanish-Speaking/ Surname	2.10	1.60	.30	19
Other White	2.90	1.89	1.01	75
Black	2.10	1.57	.70	82
Chinese	2.95	2.10	.85	22
Japanese	*	*	*	4
Korean	*	*	*	2
American Indian	-	-	-	0
Filipino	2.80	1.75	1.02	30
Other Non-White	*	*	*	4
Bused	2.71	1.88	.84	124
Non-Bused	2.41	1.57	.86	115
Hoffman Used	-	-	-	0
Hoffman Not Used	2.52	1.77	.83	236

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.119

Grade Six Reading
District and Zones
Interquartile Summary of Grade Equivalent Scores
May 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL DISTRICT	4.28	5.60	7.45	5482
ZONE 1	4.88	6.46	8.15	865
ZONE 2	4.60	5.87	7.82	538
ZONE 3	3.76	5.04	6.47	981
ZONE 4	3.92	5.17	6.97	802
ZONE 5	4.23	5.45	7.02	1139
ZONE 6	4.69	6.19	7.86	590
ZONE 7	4.52	6.13	8.15	567

Exhibit 2.120

Grade Six Reading
District and Zones
Median (50% ile) G.E. Scores and Median Gains

	Median G.E. May 1972 Grade 6	Median G.E. Oct. 1971 Grade 6	Median Gain in G.E.	Number for Whom Oct-Test Scores Were Available
TOTAL DISTRICT	5.60	4.99	.95	3948
ZONE 1	6.46	5.77	.97	637
ZONE 2	5.87	5.30	.94	376
ZONE 3	5.04	4.36	.90	663
ZONE 4	5.17	4.53	.90	575
ZONE 5	5.45	4.73	.98	846
ZONE 6	6.19	5.51	1.03	423
ZONE 7	6.13	5.35	.99	428

Exhibit 2.121

Grade Six Reading
Selected Populations - District
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL DISTRICT	4.28	5.60	7.45	5482
Spanish-Speaking/ Surname	3.82	5.01	6.34	679
Other White	5.41	7.04	8.77	1626
Black	3.62	4.60	5.66	1702
Chinese	5.30	6.78	8.30	744
Japanese	6.02	7.46	8.80	109
Korean	3.20	5.25	7.80	16
American Indian	4.20	5.30	7.00	28
Filipino	4.42	5.57	6.93	418
Other Non-White	3.85	5.13	6.70	122
Bused	4.29	5.55	7.28	3098
Non-Bused	4.27	5.69	7.62	2379
Hoffman Used	4.66	5.90	7.65	210
Hoffman Not Used	4.26	5.59	7.44	5268

Exhibit 2.122

Grade Six Reading
Selected Populations - District
Median (50% ile) G.E. Scores and Median Gains

	Median G.E. May 1972 Grade 6	Median G.E. October 1971 Grade 6	Median Gain in G.E.	Number for Whom Oct. Scores Were Available
TOTAL DISTRICT	5.60	4.99	.95	3948
Spanish-Speaking/ Surname	5.01	4.36	.87	465
Other White	7.04	6.32	1.12	1167
Black	4.60	4.00	.85	1199
Chinese	6.78	6.02	1.00	569
Japanese	7.46	6.70	.95	38
Korean	5.25	4.90	1.40	12
American Indian	5.30	4.20	1.00	25
Filipino	5.57	4.94	.86	328
Other Non-White	5.13	4.47	.91	81
Bused	5.55	4.89	.93	2224
Non-Bused	5.69	5.11	.98	1722
Hoffman Used	5.90	5.18	.82	161
Hoffman Not Used	5.59	4.97	.96	3786

Exhibit 2.123

Grade Six Reading
Selected Populations - Zone 1
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL ZONE	4.88	6.46	8.15	865
Spanish-Speaking/ Surname	5.05	5.50	6.70	20
Other White	5.73	7.43	8.92	270
Black	3.68	4.65	5.87	212
Chinese	5.61	6.98	8.34	223
Japanese	6.40	7.70	8.92	52
Korean	*	*	*	6
American Indian	*	*	*	1
Filipino	4.70	5.80	7.86	54
Other Non-White	4.60	5.50	7.40	19
Bused	4.67	6.32	8.10	594
Non-Bused	5.21	6.92	8.31	269
Hoffman Used	4.67	6.08	7.81	171
Hoffman Not Used	4.93	6.63	8.18	692

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.124

Grade Six Reading
Selected Populations - Zone 1
Median (50% ile) G.E. Scores and Median Gains

	Median G.E. May 1972 Grade 6	Median G.E. October 1971 Grade 6	Median Gain in G.E.	Number for Whom October Scores Were Available
TOTAL ZONE	6.46	5.77	.97	637
Spanish-Speaking/ Surname	5.50	4.30	1.26	13
Other White	7.43	6.73	1.09	192
Black	4.65	4.06	.87	151
Chinese	6.98	6.35	.99	174
Japanese	7.70	6.80	.75	42
Korean	*	*	*	5
American Indian	*	*	*	1
Filipino	5.80	5.73	.68	42
Other Non-White	5.50	5.00	.95	14
Bused	6.32	5.59	.93	437
Non-Bused	6.92	6.33	1.06	199
Hoffman Used	6.08	5.52	.81	132
Hoffman Not Used	6.63	6.00	1.03	504

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.125

Grade Six Reading
Selected Populations - Zone 2
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL ZONE	4.60	5.87	7.82	538
Spanish-Speaking/ Surname	4.60	5.35	6.70	16
Other White	5.72	7.03	8.73	195
Black	3.61	4.35	5.30	148
Chinese	5.03	6.43	7.84	141
Japanese	4.90	5.60	8.90	10
Korean	*	*	*	1
American Indian	*	*	*	3
Filipino	4.80	6.10	8.10	15
Other Non-White	*	*	*	6
Bused	4.50	5.82	7.64	381
Non-Bused	4.70	6.20	8.16	155
Hoffman Used	*	*	*	1
Hoffman Not Used	4.60	5.87	7.82	536

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.126

Grade Six Reading
Selected Populations - Zone 2
Median (50% ile) G.E. Scores and Median Gains

	Median G.E. May 1972 Grade 6	Median G.E. October 1971 Grade 6	Median Gain in G.E.	Number for Whom October Scores Were Available
TOTAL ZONES	5.87	5.30	.94	376
Spanish-Speaking/ Surname	5.35	4.80	.90	10
Other White	7.03	6.35	1.09	130
Black	4.35	3.90	.74	91
Chinese	6.43	5.58	.92	114
Japanese	*	*	*	9
Korean	*	*	*	1
American Indian	*	*	*	3
Filipino	6.10	5.40	.95	13
Other Non-White	*	*	*	6
Bused	5.82	5.18	.88	263
Non-Bused	6.20	5.80	1.06	112
Hoffman Used	*	*	*	1
Hoffman Not Used	5.87	5.30	.95	375

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.127

Grade Six Reading
Selected Populations - Zone 3
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL ZONE	3.76	5.04	6.47	981
Spanish-Speaking/ Surname	3.46	4.40	5.55	273
Other White	4.46	6.00	7.85	163
Black	3.43	4.36	5.33	186
Chinese	4.66	6.06	7.68	198
Japanese	*	*	*	4
Korean	*	*	*	2
American Indian	*	*	*	7
Filipino	4.10	5.05	6.20	94
Other Non-White	3.40	4.00	5.18	44
Bused	3.80	5.12	6.73	558
Non-Bused	3.71	4.84	6.07	423
Hoffman Used	*	*	*	2
Hoffman Not Used	3.76	5.04	6.47	979

***NOTE: No distribution of scores is available when there are fewer than 10 students.**

Exhibit 2.128

Grade Six Reading
Selected Populations - Zone 3
Median (50% ile) G. E. Scores and Median Gains

	Median G.E. May 1972 Grade 6	Median G.E. October 1971 Grade 6	Median Gain in G.E.	Number for Whom October Scores Were Available
TOTAL ZONE	5.04	4.36	.90	663
Spanish-Speaking/ Surname	4.40	4.07	.75	184
Other White	6.00	5.17	1.10	103
Black	4.36	3.85	.87	121
Chinese	6.06	5.18	1.05	143
Japanese	*	*	*	3
Korean	*	*	*	1
American Indian	*	*	*	6
Filipino	5.05	4.53	.75	72
Other Non-White	4.00	3.80	.88	26
Bused	5.12	4.43	.86	382
Non-Bused	4.84	4.30	.94	281
Hoffman Used	*	*	*	2
Hoffman Not Used	5.04	4.36	.90	661

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.129

Grade Six Reading
Selected Populations - Zone 4
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL ZONE	3.92	5.17	6.97	802
Spanish-Speaking/ Surname	3.87	5.00	6.46	174
Other White	5.00	6.78	8.91	207
Black	3.47	4.33	5.43	291
Chinese	5.50	6.90	9.35	42
Japanese	*	*	*	6
Korean	-	-	-	0
American Indian	*	*	*	2
Filipino	4.60	5.66	7.63	57
Other Non-White	2.90	4.60	5.20	13
Bused	4.17	5.40	7.28	444
Non-Bused	3.78	4.91	6.48	357
Hoffman Used	-	-	-	0
Hoffman Not Used	3.91	5.17	6.97	[illegible]01

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.130

Grade Six Reading
Selected Populations - Zone 4
Median (50% ile) G. E. Scores and Median Gains

	Median G.E. May 1972 Grade 6	Median G.E. October 1971 Grade 6	Median Gain in G.E.	Number for Whom October Scores Were Available
TOTAL ZONE	5.17	4.53	.90	575
Spanish-Speaking/ Surname	5.00	4.40	.90	118
Other White	6.78	5.87	1.08	154
Black	4.33	3.83	.80	212
Chinese	6.90	6.06	1.23	31
Japanese	*	*	*	4
Korean	-	-	-	0
American Indian	*	*	*	2
Filipino	5.66	5.30	.85	42
Other Non-White	*	*	*	8
Bused	5.40	4.76	.95	320
Non-Bused	4.91	4.18	.86	255
Hoffman Used	-	-	-	0
Hoffman Not Used	5.17	4.53	.90	575

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.131

Grade Six Reading
Selected Populations - Zone 5
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL ZONE	4.23	5.45	7.02	1139
Spanish-Speaking/ Surname	4.30	5.43	6.80	139
Other White	4.92	6.41	8.14	337
Black	3.66	4.81	5.85	442
Chinese	6.15	7.30	8.75	54
Japanese	5.20	7.50	8.40	14
Korean	*	*	*	1
American Indian	*	*	*	9
Filipino	4.43	5.70	6.70	112
Other Non-White	4.30	5.20	6.70	28
Bused	4.46	5.56	7.06	563
Non-Bused	4.06	5.27	6.97	576
Hoffman Used	-	-	-	0
Hoffman Not Used	4.23	5.45	7.02	1139

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.132

Grade Six Reading
Selected Populations - Zone 5
Median (50% ile) G. E. Score and Median Gains

	Median G.E. May 1972 Grade 6	Median G.E. October 1971 Grade 6	Median Gain in G.E.	Number for Whom October Scores Were Available
TOTAL ZONE	5.45	4.73	.98	846
Spanish-Speaking/ Surname	5.43	4.62	1.05	98
Other White	6.41	5.53	1.10	244
Black	4.81	4.18	.90	326
Chinese	7.30	6.40	1.10	45
Japanese	7.50	6.80	.80	14
Korean	*	*	*	1
American Indian	*	*	*	9
Filipino	5.70	5.00	.92	89
Other Non-White	5.20	4.50	1.10	18
Bused	5.56	4.83	1.00	421
Non-Bused	5.27	4.63	.96	425
Hoffman Used	-	-	-	0
Hoffman Not Used	5.45	4.73	.98	846

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.133

Grade Six Reading
Selected Populations - Zone 6
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL ZONE	4.69	6.19	7.86	590
Spanish-Speaking/ Surname	4.95	6.63	7.00	21
Other White	6.14	7.49	8.98	236
Black	3.82	4.85	6.02	252
Chinese	6.45	7.66	8.90	37
Japanese	6.70	7.10	7.60	12
Korean	-	-	-	0
American Indian	*	*	*	1
Filipino	4.70	6.12	7.25	23
Other Non-White	*	*	*	5
Bused	4.33	5.56	7.30	307
Non-Bused	5.20	6.95	8.35	283
Hoffman Used	4.50	5.60	7.00	36
Hoffman Not Used	4.70	6.32	7.90	554

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.134

Grade Six Reading
Selected Populations - Zone 6
Median (50% ile) G.E. Score and Median Gains

	Median G.E. May 1972 Grade 6	Median G.E. October 1971 Grade 6	Median Gain in G.E.	Number for Whom October Scores Were Available
TOTAL ZONE	6.19	5.51	1.03	423
Spanish-Speaking/ Surname	6.63	5.10	.60	15
Other White	7.49	6.76	1.17	169
Black	4.85	4.16	.91	181
Chinese	7.66	7.00	1.10	27
Japanese	*	*	*	8
Korean	-	-	-	0
American Indian	*	*	*	1
Filipino	6.12	5.40	.80	18
Other Non-White	*	*	*	3
Bused	5.56	4.85	.98	214
Non-Bused	6.95	6.10	1.10	209
Hoffman Used	5.60	4.73	.90	26
Hoffman Not Used	6.32	5.59	1.03	397

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.135

Grade Six Reading
Selected Populations - Zone 7
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL ZONE	4.52	6.13	8.15	567
Spanish-Speaking/ Surname	4.50	5.30	6.63	36
Other White	6.48	7.82	9.71	218
Black	3.61	4.32	5.16	171
Chinese	5.40	7.43	8.70	49
Japanese	7.00	8.10	8.95	11
Korean	*	*	*	6
American Indian	*	*	*	5
Filipino	5.00	5.60	6.91	63
Other Non-White	*	*	*	7
Bused	4.02	5.16	6.76	251
Non-Bused	5.17	7.06	8.92	316
Hoffman Used	-	-	-	0
Hoffman Not Used	4.52	6.13	8.15	567

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.136

Grade Six Reading
Selected Populations - Zone 7
Median (50% ile) G.E. Score and Median Gains

	Median G.E. May 1972 Grade 6	Median G.E. October 1971 Grade 6	Median Gain in G.E.	Number for Whom October Scores Were Available
TOTAL ZONE	6.13	5.35	.99	428
Spanish-Speaking/ Surname	5.30	4.90	.75	27
Other White	7.82	6.95	1.24	175
Black	4.32	3.76	.85	117
Chinese	7.43	6.93	1.00	35
Japanese	*	*	*	8
Korean	*	*	*	5
American Indian	*	*	*	3
Filipino	5.60	4.88	.96	52
Other Non-White	*	*	*	6
Bused	5.16	4.36	.87	187
Non-Bused	7.06	6.46	1.09	241
Hoffman Used	-	-	-	0
Hoffman Not Used	6.13	5.35	.99	428

*NOTE: No distribution of scores is available when there are fewer than 10 students.

DISCUSSION

The above reported results in reading and the following results in arithmetic should not be construed as definitive measures of the effectiveness of D/I at this time. The time interval since the onset of D/I has been too short and there are too many factors that can affect test scores which are not available for study. It should be reemphasized that these end of first-year test results are to be considered baseline data against which scores from the next couple of years may be compared. Nevertheless, there are a few observations one may make.

Zone 1 scores for both grades two and six were consistently higher than those for all other zones. A major contributing factor is that Zone 1 has now been desegregated for two years preceded by a full year of careful preplanning by the schools and the community. One may expect that given the same degree of community and school involvement, other zones could experience similar levels of achievement in two or three years.

Consistent with some studies made in other school districts, Spanish-speaking and Black students seem to evidence the greatest educational need.

It is well known that a substantial number of Chinese students attended freedom schools. What is not known is whether those students had a larger or smaller proportion of non-English-speaking youngsters and what differences there would have been in the test scores had they remained in the public schools.

Test scores for grade six in October may have been depressed because of the unsettled conditions at the beginning of the school year. However, all groups showed good growth during the year, with almost all groups achieving better than month-for-month gains between test-retest scores.

District-wide, pre- and post-test and test-retest scores for nonbused students were slightly higher than those for bused students. Both groups made good gains during the year. Within the various zones there was no uniform pattern, with some zones showing higher scores for bused students and some showing higher scores for nonbused. No definite conclusions can yet be drawn regarding the comparative achievements of bused and nonbused students, particularly in that no data was obtained to ascertain if differences (social or ethnic) existed between bused and nonbused population.

No data is available on the relative performances of students bused out of or into ghetto areas and those not bused. It is suggested that for next year some consideration be given to determine whether this information would be of sufficient value to merit the additional investment of time and expense in order to obtain it.

Scores for students using Hoffman reading equipment are ambiguous. At the sixth grade, users averaged higher than nonusers district-wide (Exhibit 2.121); but in the two zones (I and VI) where they were used most, nonusers scored higher than users (Exhibits 2.123, 2.133). Note that this was not a controlled research project to determine the efficacy of Hoffman equipment. The scores are merely reported because they are available for students known to have used Hoffman equipment. Again, no conclusions can be drawn regarding the worth of Hoffman equipment based on these scores. It is suggested that if a true evaluation of the worthiness of Hoffman equipment is desired, a controlled situation be established whereby scores may be compared between equivalent groups of students.

Results from standardized achievement tests must not be overgeneralized, interpreted as reflecting the quality of the total educational program of the District or of the D/I endeavor. These results plus those in the following section do reflect, within reasonable limits, the progress or status of students in the basic skill areas of reading and arithmetic.

OBJECTIVE #2

To assess the level of achievement in arithmetic
for San Francisco's elementary public school children.

EVALUATION QUESTION

What is the status of arithmetic in the San Francisco public schools at the end of the first year of desegregation/integration?

PROCEDURES

Arithmetic test scores from the CTBS are reported only for grade six as that was the only grade for which there was available test-retest data.

DATA REPORTING AND ANALYSIS

The following tables summarize arithmetic test scores for grade six:

Exhibit 2.201	District and Zones, May'72 Interquartile Summary
Exhibit 2.202	District and Zones, Medians for Test-Retest and Gains
Exhibit 2.203	Selected Populations, District, May'72 Interquartile Summary
Exhibit 2.204	Selected Populations, District, Medians for Test-Retest and Gains
Exhibit 2.205	Selected Populations, Zone 1, May'72 Interquartile Summary
Exhibit 2.206	Selected Populations, Zone 1, Medians for Test-Retest and Gains
Exhibit 2.207	Selected Populations, Zone 2, May'72 Interquartile Summary

Exhibit 2.208 Selected Populations, Zone 2, Medians for Test-Retest and Gains

Exhibit 2.209 Selected Populations, Zone 3, May'72 Interquartile Summary

Exhibit 2.210 Selected Populations, Zone 3, Medians for Test-Retest and Gains

Exhibit 2.211 Selected Populations, Zone 4, May'72 Interquartile Summary

Exhibit 2.212 Selected Populations, Zone 4, Medians for Test-Retest and Gains

Exhibit 2.213 .Selected Populations, Zone 5, May'72 Interquartile Summary

Exhibit 2.214 Selected Populations, Zone 5, Medians for Test-Retest and Gains

Exhibit 2.215 Selected Populations, Zone 6, May'72 Interquartile Summary

Exhibit 2.216 Selected Populations, Zone 6, Medians for Test-Retest and Gains

Exhibit 2.217 Selected Populations, Zone 7, May'72 Interquartile Summary

Exhibit 2.218 Selected Populations, Zone 7, Medians for Test-Retest and Gains

Exhibit 2.201

Grade Six Arithmetic
District and Zones
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL DISTRICT	4.76	5.90	7.35	5436
ZONE 1	5.24	6.61	8.06	867
ZONE 2	4.78	6.23	7.52	532
ZONE 3	4.61	5.58	7.12	977
ZONE 4	4.54	5.39	6.68	776
ZONE 5	4.69	5.62	6.84	1122
ZONE 6	4.84	6.20	7.60	593
ZONE 7	4.85	6.00	7.61	569

Exhibit 2.202

Grade Six Arithmetic
District and Zones
Median (50% ile) G.E. Scores and Median Gains

	Median G.E. May 1972 Grade 6	Median G.E. October 1971 Grade 6	Median Gain in G.E.	Number for Whom October Scores Were Available
TOTAL DISTRICT	5.90	5.23	.90	3940
ZONE 1	6.61	5.92	1.04	641
ZONE 2	6.23	5.48	.93	361
ZONE 3	5.58	5.01	.87	679
ZONE 4	5.39	4.77	.80	559
ZONE 5	5.62	5.04	.83	829
ZONE 6	6.20	5.32	.99	446
ZONE 7	6.00	5.42	.90	425

Exhibit 2.203

Grade Six Arithmetic
Selected Populations - District
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL DISTRICT	4.76	5.90	7.35	5436
Spanish-Speaking/ Surname	4.56	5.29	6.33	660
Other White	5.41	6.60	8.00	1597
Black	4.09	4.87	5.76	1655
Chinese	6.45	7.55	8.58	741
Japanese	6.56	7.68	8.72	108
Korean	5.50	6.40	8.20	16
American Indian	4.80	5.45	6.10	30
Filipino	5.16	5.98	7.16	414
Other Non-White	4.83	5.46	6.50	115
Bused	4.77	5.90	7.31	3032
Non-Bused	4.78	5.93	7.50	2335
Hoffman Used	5.12	6.35	7.65	213
Hoffman Not Used	4.76	5.90	7.34	5155

Exhibit 2.204

Grade Six Arithmetic
Selected Populations - District
Median (50% ile) G.E. Scores and Median Gains

	Median G.E. May 1972 Grade 6	Median G.E. October 1971 Grade 6	Median Gain in G.E.	Number for Whom October Scores Were Available
TOTAL DISTRICT	5.90	5.23	.90	3940
Spanish-Speaking/ Surname	5.29	4.72	.82	457
Other White	6.60	5.91	1.00	1170
Black	4.87	4.26	.80	1188
Chinese	7.55	6.60	1.03	582
Japanese	7.68	6.65	1.16	90
Korean	*	*	*	7
American Indian	5.45	4.75	1.05	23
Filipino	5.98	5.45	.80	326
Other Non-White	5.46	4.93	.86	82
Bused	5.90	5.20	.90	2205
Non-Bused	5.93	5.26	.91	1734
Hoffman Used	6.35	5.53	.95	170
Hoffman Not Used	5.90	5.22	.90	3769

*NOTE: No distribution of scores is available when there are fewer than 10 students.

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Exhibit 2.205

Grade Six Arithmetic
Selected Populations - Zone 1
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL ZONE	5.24	6.61	8.06	867
Spanish-Speaking/ Surname	5.26	6.23	7.12	20
Other White	5.72	7.14	8.10	267
Black	4.10	4.91	5.87	207
Chinese	6.50	7.68	8.79	223
Japanese	6.70	8.04	9.35	51
Korean	*	*	*	6
American Indian	*	*	*	1
Filipino	5.35	6.33	8.03	54
Other Non-White	5.30	5.40	7.00	18
Bused	5.22	6.52	8.05	586
Non-Bused	5.34	6.86	8.08	267
Hoffman Used	5.11	6.54	7.90	170
Hoffman Not Used	5.32	6.65	8.09	683

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.206

Grade Six Arithmetic
Selected Populations - Zone 1
Median (50% ile) G.E. Scores and Median Gains

	Median G.E. May 1972	Median G.E. October 1971	Median Gain in G.E.	Number for Whom October Scores Were Available
TOTAL ZONE	6.61	5.92	1.04	641
Spanish-Speaking/ Surname	6.23	5.00	.70	14
Other White	7.14	6.17	1.12	196
Black	4.91	4.28	.92	144
Chinese	7.68	6.87	1.16	184
Japanese	8.04	6.70	1.27	43
Korean	*	*	*	3
American Indian	*	*	*	1
Filipino	6.33	6.20	.70	41
Other Non-White	5.40	5.73	1.23	11
Bused	6.52	5.84	1.03	438
Non-Bused	6.86	6.20	1.06	203
Hoffman Used	6.54	5.70	.97	135
Hoffman Not Used	6.65	5.96	1.08	505

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.207

Grade Six Arithmetic
Selected Populations Zone 2
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL ZONE	4.78	6.23	7.52	532
Spanish-Speaking/ Surname	4.55	4.90	6.40	16
Other White	5.48	6.45	7.65	190
Black	3.65	4.54	5.50	141
Chinese	6.20	7.17	8.06	141
Japanese	3.60	5.20	6.90	10
Korean	*	*	*	1
American Indian	*	*	*	3
Filipino	5.10	6.30	7.00	14
Other Non-White	*	*	*	6
Bused	4.86	6.16	7.33	372
Non-Bused	4.74	6.48	7.82	151
Hoffman Used	*	*	*	1
Hoffman Not Used	4.80	6.25	7.52	523

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.208

Grade Six Arithmetic
Selected Populations - Zone 2
Median (50% ile) G.E. Scores and Median Gains

	Median G.E. May 1972	Median G.E. October 1972	Median Gain in G.E.	Number for Whom October Scores Were Available
TOTAL ZONE	6.23	5.48	.93	361
Spanish-Speaking/ Surname	4.90	4.60	.65	11
Other White	6.45	5.92	.97	126
Black	4.54	4.05	.76	91
Chinese	7.17	6.43	1.06	103
Japanese	*	*	*	8
Korean	*	*	*	1
American Indian	*	*	*	3
Filipino	6.30	5.40	1.00	13
Other Non-White	*	*	*	6
Bused	6.16	5.40	.94	251
Non-Bused	6.48	5.75	.92	109
Hoffman Used	*	*	*	1
Hoffman Not Used	6.25	5.48	.93	360

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.209

Grade Six Arithmetic
Selected Populations - Zone 3
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL ZONE	4.61	5.58	7.12	977
Spanish-Speaking/ Surname	4.35	5.11	6.20	264
Other White	4.86	5.92	7.33	160
Black	4.13	4.92	5.84	183
Chinese	6.60	7.54	8.50	196
Japanese	*	*	*	4
Korean	*	*	*	2
American Indian	*	*	*	8
Filipino	4.70	5.56	6.80	92
Other Non-White	4.26	5.43	6.25	41
Bused	4.70	5.64	7.14	545
Non-Bused	4.60	5.56	7.12	415
Hoffman Used	*	*	*	2
Hoffman Not Used	4.66	5.59	7.13	958

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.210

Grade Six Arithmetic
Selected Populations - Zone 3
Median (50% ile) G.E. Scores and Median Gains

	Median G.E. May 1972	Median G.E. October 1971	Median Gain in G.E.	Number for Whom October Scores Were Available
TOTAL ZONE	5.58	5.01	.87	679
Spanish-Speaking/ Surname	5.11	4.52	.80	178
Other White	5.92	4.96	.96	110
Black	4.92	4.28	.83	131
Chinese	7.54	6.41	1.00	154
Japanese	*	*	*	2
Korean	*	*	*	2
American Indian	*	*	*	7
Filipino	5.56	5.30	.76	63
Other Non-White	5.43	4.70	.94	30
Bused	5.64	5.00	.87	392
Non-Bused	5.56	5.07	.86	287
Hoffman Used	*	*	*	1
Hoffman Not Used	5.59	5.01	.87	678

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.211

Grade Six Arithmetic
Selected Population - Zone 4
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL ZONE	4.54	5.39	6.68	776
Spanish-Speaking/ Surname	4.54	5.20	6.30	168
Other White	5.21	6.52	7.85	200
Black	4.15	4.83	5.52	274
Chinese	6.00	7.56	8.10	41
Japanese	*	*	*	6
Korean	-	-	-	0
American Indian	*	*	*	2
Filipino	5.15	5.97	6.70	57
Other Non-White	4.00	5.00	5.90	11
Bused	4.75	5.70	7.13	425
Non-Bused	4.30	5.18	6.42	341
Hoffman Used	-	-	-	0
Hoffman Not Used	4.56	5.41	6.69	766

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.212

Grade Six Arithmetic
Selected Populations - Zone 4
Median (50% ile) G.E. Scores and Median Gains

	Median G.E. May 1972	Median G.E. October 1971	Median Gain in G.E.	Number for Whom October Scores Were Available
TOTAL ZONE	5.39	4.77	.80	559
Spanish-Speaking/ Surname	5.20	4.70	.75	121
Other White	6.52	5.70	.88	152
Black	4.83	4.15	.74	195
Chinese	7.56	6.60	.90	33
Japanese	*	*	*	4
Korean	-	-	-	0
American Indian	*	*	*	1
Filipino	5.97	5.26	.92	43
Other Non-White	*	*	*	6
Bused	5.70	4.97	.84	311
Non-Bused	5.18	4.51	.75	248
Hoffman Used	-	-	-	0
Hoffman Not Used	5.41	4.77	.80	559

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.213

Grade Six Arithmetic
Selected Population - Zone 5
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL ZONE	4.69	5.62	6.84	1122
Spanish-Speaking/ Surname	4.80	5.86	6.60	136
Other White	5.18	6.24	7.54	329
Black	4.12	5.00	5.83	429
Chinese	6.50	7.55	8.72	54
Japanese	7.30	7.70	8.50	14
Korean	*	*	*	1
American Indian	4.90	5.30	6.10	10
Filipino	5.20	5.98	6.97	110
Other Non-White	4.60	5.43	5.95	27
Bused	4.83	5.82	6.90	550
Non-Bused	4.58	5.45	6.66	563
Hoffman Used	-	-	-	0
Hoffman Not Used	4.69	5.63	6.84	1113

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.214

Grade Six Arithmetic
Selected Populations - Zone 5
Median (50% ile) G.E. Scores and Median Gains

	Median G.E. May 1972	Median G.E. October 1971	Median Gain in G.E.	Number for Whom October Scores Were Available
TOTAL ZONE	5.62	5.04	.83	829
Spanish-Speaking/ Surname	5.86	5.14	.92	90
Other White	6.24	5.53	.86	251
Black	5.00	4.41	.80	315
Chinese	7.55	6.60	1.26	43
Japanese	7.70	6.93	.60	12
Korean	*	*	*	1
American Indian	*	*	*	8
Filipino	5.98	5.62	.74	87
Other Non-White	5.43	4.93	.60	20
Bused	5.82	5.23	.81	403
Non-Bused	5.45	4.89	.84	426
Hoffman Used	-	-	-	0
Hoffman Not Used	5.63	5.04	.83	829

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.215

Grade Six Arithmetic
Selected Populations - Zone 6
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL ZONE	4.84	6.20	7.60	593
Spanish-Speaking/ Surname	4.90	5.90	6.50	21
Other White	5.95	7.14	8.51	234
Black	4.30	5.06	6.14	253
Chinese	6.60	8.00	9.31	37
Japanese	6.50	8.00	8.80	12
Korean	-	-	-	0
American Indian	*	*	*	1
Filipino	5.50	6.40	7.65	24
Other Non-White	*	*	*	5
Bused	4.64	5.64	6.90	306
Non-Bused	5.21	6.63	8.22	284
Hoffman Used	5.22	6.00	6.50	40
Hoffman Not Used	4.85	6.22	7.64	550

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.216

Grade Six Arithmetic
Selected Populations - Zone 6
Median (50% ile) G.E. Scores and Median Gains

	Median G.E. May 1972	Median G.E. October 1971	Median Gain in G.E.	Number for Whom October Scores Were Available
TOTAL ZONE	6.20	5.32	.99	446
Spanish-Speaking/ Surname	5.90	5.20	.80	17
Other White	7.14	6.44	1.07	168
Black	5.06	4.34	.96	196
Chinese	8.00	6.95	1.25	27
Japanese	8.00	5.90	1.15	10
Korean	-	-	-	0
American Indian	*	*	*	1
Filipino	6.40	5.85	.95	23
Other Non-White	*	*	*	3
Bused	5.64	4.86	.92	235
Non-Bused	6.63	6.00	1.08	211
Hoffman Used	6.00	5.15	.95	33
Hoffman Not Used	6.22	5.33	1.00	413

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.217

Grade Six Arithmetic
Selected Populations - Zone 7
Interquartile Summary of Grade Equivalent Scores
May, 1972

	25th%ile	Median 50th%ile	75th%ile	Number Tested
TOTAL ZONE	4.85	6.00	7.61	569
Spanish-Speaking/ Surname	4.66	5.26	5.60	35
Other White	5.91	7.15	8.26	217
Black	3.85	4.60	5.25	168
Chinese	6.35	7.63	8.30	49
Japanese	7.50	8.00	8.30	11
Korean	*	*	*	6
American Indian	*	*	*	5
Filipino	5.45	6.20	7.12	63
Other Non-White	*	*	*	7
Bused	4.38	5.27	6.40	248
Non-Bused	5.46	6.87	8.04	314
Hoffman Used	-	-	-	0
Hoffman Not Used	4.87	5.99	7.61	562

*NOTE: No distribution of scores is available when there are fewer than 10 students.

Exhibit 2.218

Grade Six Arithmetic
Selected Populations - Zone 7
Median (50% ile) G.E. Scores and Median Gains

	Median G.E. May 1972	Median G.E. October 1971	Median Gain in G.E.	Number for Whom October Scores Were Available
TOTAL ZONE	6.00	5.42	.90	425
Spanish-Speaking/ Surname	5.26	4.60	.96	26
Other White	7.15	6.40	1.15	167
Black	4.60	3.95	.66	116
Chinese	7.63	6.95	.83	38
Japanese	8.00	7.15	1.10	11
Korean	*	*	*	3
American Indian	*	*	*	2
Filipino	6.20	5.30	.85	56
Other Non-White	*	*	*	6
Bused	5.27	4.70	.85	175
Non-Bused	6.87	5.99	.94	250
Hoffman Used	-	-	-	0
Hoffman Not Used	5.99	5.42	.90	425

*NOTE: No distribution of scores is available when there are fewer than 10 students.

DISCUSSION

As in the previous section on reading, no conclusions should be drawn regarding the impact of D/I upon arithmetic achievement. These scores should be considered baseline data for future reference.

The pattern of arithmetic scores among the various ethnic groups parallels that of the reading scores in that the same groups evidence the greatest educational need.

Within the various zones there are some wide differences in arithmetic scores between bused and nonbused students, but districtwide there is practically no difference.

Although Hoffman equipment is not an arithmetic teaching device, scores for students using Hoffman are included in the exhibits as an added point of interest. Scores for Hoffman users exhibit the same ambiguity as the reading scores in that users scored lower than nonusers in the two zones where Hoffman was most prevalent but higher districtwide. Unknown factors are the criteria for selection of students for Hoffman use, the motivation of teachers using the equipment and other reading programs used in conjunction with Hoffman equipment. No generalization can be made regarding fringe or "rub-off" values that may be derived from Hoffman equipment (see comments in previous section).

Experience has shown that a significant percentage of students are not motivated to do their best on tests. These arithmetic test results, as well as the previous reading test results, should be interpreted as minimal estimates of the basic skills levels of the students.

OBJECTIVE #3

To gather, analyze, and interpret base line data indicating the level of social studies skills for San Francisco's elementary public school children.

EVALUATION QUESTION

What is the level of social studies skills for San Francisco school children at the beginning of the first year of desegregation/integration?

PROCEDURES

A quota sampling of third graders (N=711) took the Primary Social Studies Test (PSST)[1] in December 1971. A quota sampling of sixth graders (N=743) took the Sequential Test of Educational Progress, Social Studies (STEP)[2] at the same time. Each sample represented approximately 15% of the total population of third and sixth grade students in the San Francisco School District.

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[1] Primary Social Studies Test, Preston and Duffy, Houghton-Mifflin, 1967, Teacher's Manual.

[2] Sequential Tests of Educational Progress, Social Studies, Form 4A, Educational Testing Service, Princeton, New Jersey, 1969.

The Primary Social Studies Test (PSST) consisted of 70 questions read to students by their teachers. It was constructed to sample students understanding of social studies content commonly taught in Grades 1, 2, and 3 and did not apply to any particular combination of social studies units. Items were constructed which would represent social studies concepts, information relating to or illustrating generalizations, and tasks necessary to perform inductive and deductive reasoning.

The Sequential Tests of Educational Progress (STEP) consisted of 50 questions all based on some type of stimulus material (picture, map, or reading passage). The skills generally tested were not specific knowledge matter, but rather, those of organizing, interpreting, and evaluating information.

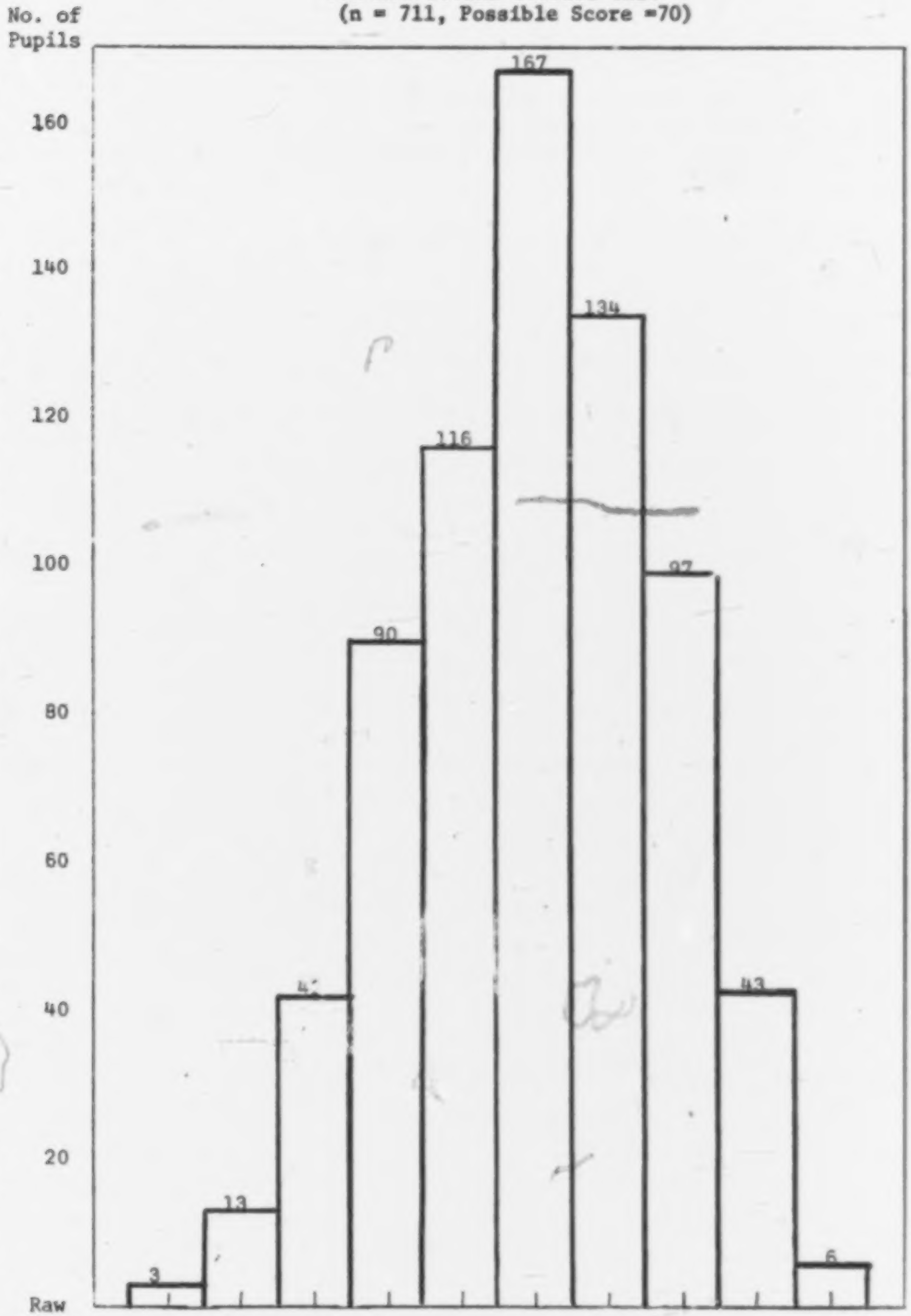
DATA REPORTING AND ANALYSIS

Exhibits 2.31 and 2.32 summarize and portray the results of the third grade test.

Exhibit 2.31 is a histogram portraying the same frequency results as Exhibit 2.32, but in pictorial form. Here for example, it can be seen that 116 pupils scored between the raw score intervals of 36 to 40 (the interval midpoint is 38). This histogram, then, portrays the results shown in the first two columns of Exhibit 2.32.

Exhibit 2.31

HISTOGRAM OF 3rd GRADE SCORES ON
PRIMARY SOCIAL STUDIES TEST
(n = 711, Possible Score =70)



33

Exhibit 2.32

Frequency Table of a Sampling
of SFUSD 3rd Grade Scores on
the Primary Social Studies Test

Scores	Frequency	Cumulative Frequency
61-65	6	711
56-60	43	705
51-55	97	662
46-50	134	565
41-45	167	431
36-40	116	264
31-35	90	148
26-30	42	58
21-25	13	16
16-20	3	3

From these exhibits, it can be seen that three third grade students scored between the raw score interval of 16 to 20; thirteen students scored between the raw score interval of 21 to 25; sixteen third graders scored between the raw score interval of 16 to 25, and so on. As might be expected, the majority of students (N=417) scored in the middle range, between the raw score intervals of 36 to 50.

The mean scores and standard deviations[1] are reported below in Exhibit 2.33.

Exhibit 2.33

Descriptive Statistics for 3rd Grade Scores on the PSST

National Mean	52*
Standard Deviation	8
S.F.U.S.D. Mean	43*
Standard Deviation	9

* Significant at the .05 level

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[1] Standard Deviation refers to the measure of the extent of spread of scores above and below the mean. It measures the dispersion of the group. The more scores cluster around the mean, the smaller the standard deviation.

Using a Z test of significance[1], it was found that SFUSD's pupils scored significantly lower than national norms.[2] Grade equivalents provided by the test publishers showed SFUSD's third graders at the 2nd grade, 6th month level of social studies skills when they took the PSST in December 1971.

Although, SFUSD third grade students did score significantly lower, it should be pointed out that the normed population used to standardize the test appears from a description in the test manual to be substantially different from the northern urban population participating in this study. Also, often better schools tend to "volunteer" for standardization, and, therefore, the small number of low ability schools actually decreases the reliability of the lower end of the norms. With this in mind then, one might conclude that although SFUSD third graders scored significantly lower than national norms, they do not appear to be grossly deficient in social studies skills.

Exhibits 2.34, 2.35 and 2.36 summarize and portray the results of the sixth grade test.

Exhibit 2.34 is a frequency table of scores. It can be seen that the sixth graders generally scored low. Over two-thirds of those tested (541 of 743) scored below 430 (possible score of 460). Exhibit 2.35, a histogram, portrays the uneven distribution of scores.

Exhibit 2.34
Frequency Table of a Sampling of SFUSD Grade Scores
on the STEP Social Studies Test, 4 A
(N=743; total possible score = 460)

Scores	Frequency	Cumulative Frequency
455-459	2	743
450-454	9	741
445-449	34	732
440-444	56	698
435-439	46	642
430-434	55	596
425-429	77	541
420-424	77	464
415-419	119	387
410-414	99	268
405-409	110	169
400-404	59	59

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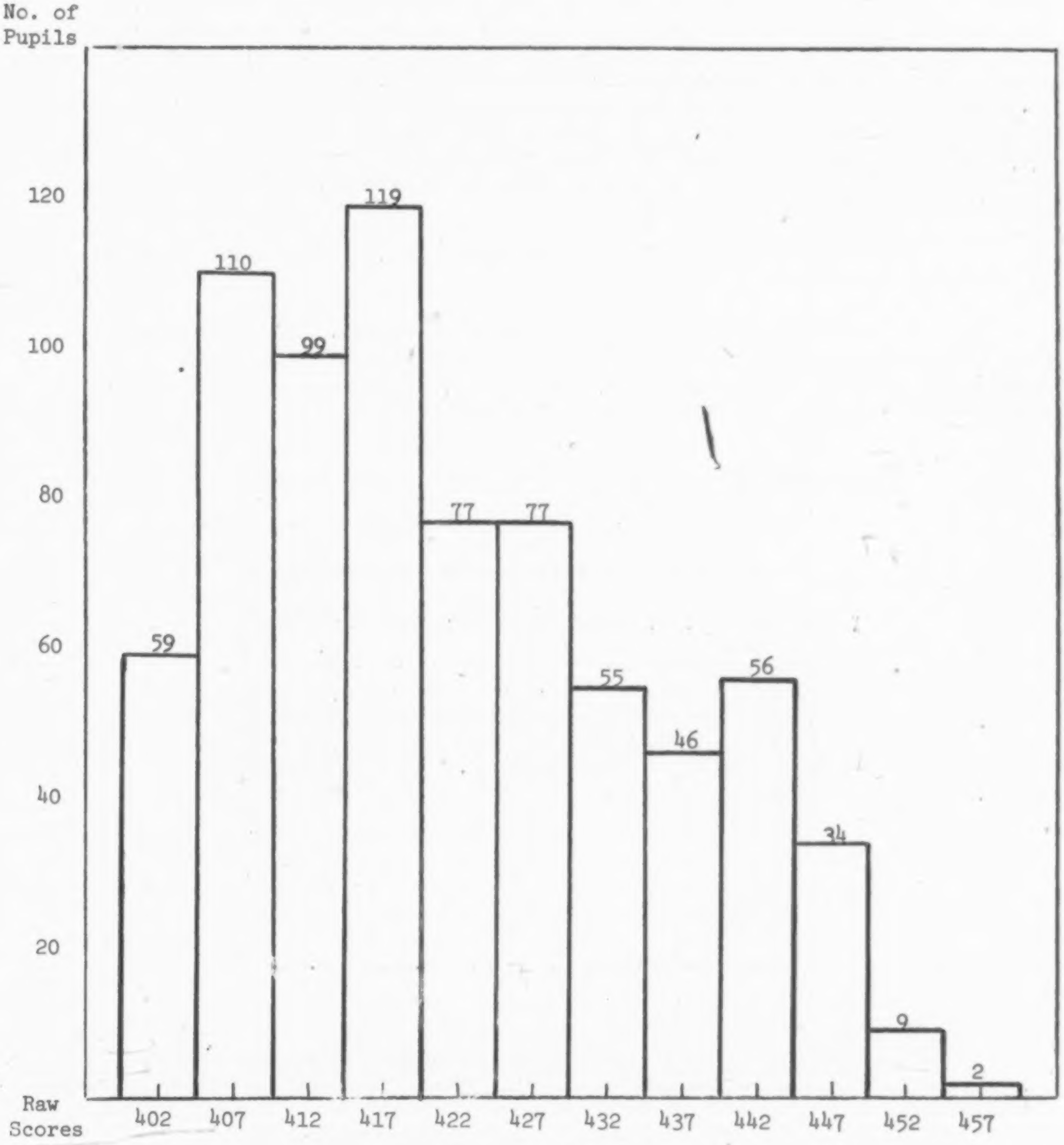
[1] Test of Significance refers to a statistical procedure used to determine whether one set of scores differs from another set of scores by chance alone.

[2] Norms refer to expected performance levels of average students for each grade covered by the test; based on the performance of students selected by the test publishers according to established criteria.

Exhibit 2.35

HISTOGRAM OF 6th GRADE SCORES ON
STEP SOCIAL STUDIES 4A TEST
(n = 743; Possible Score =460)



91

The mean scores and standard deviations for the sixth grade are reported in Exhibit 2.36.

Exhibit 2.36

Descriptive Statistics for Sixth Grade
Scores on STEP

National Mean	426*
Standard Deviation	13
S.F.U.S.D.	421.6*
Standard Deviation	13

*Significant Difference

On the surface, the means would seem to indicate that SFUSD's sixth graders were only a few points away from the national mean, and, therefore, not much different. However, a "t" test of significance comparing the two means revealed that San Francisco's sixth graders did score significantly lower on the test when compared to national norms, than would be expected of students at that grade level.

DISCUSSION

Results of the two social studies skills tests (PSST and STEP), administered in December 1971 to a sample of third and sixth grade students in the San Francisco Unified School District were compared to national norms provided by the publishers. The test results revealed that San Francisco students participating in the sample had statistically significant lower scores than could be expected based on the normed population.

It should be noted however, that the normed population varied considerably in socio-economic background and geographic location from the urban population used in this study. Therefore, the results of any comparison must be looked at cautiously.

Although students at both grade levels scored lower than expected, an examination of the distribution of scores for the third grade revealed a normal curve. That is, a dispersion of scores distributed among high, low and middle ranges; while the distribution of sixth grade scores reveal a skewed curve with a higher than expected proportion of scores at the lower end of the scale.

Perhaps this difference suggests some need to re-examine the goals and methods of teaching social studies skills at the intermediate level. While content must of necessity vary, perhaps the attainment of specific skills needs to be more standardized.

OBJECTIVE #4

To assess possible sources of information where SFUSD children may have gained knowledge about people of other backgrounds, and the amount of interest students possessed in acquiring such knowledge.

EVALUATION QUESTION

Where do SFUSD pupils get their information about other people? How much time do pupils think they spend learning about others? How much interest do pupils think they have in learning about others, and does the process of desegregation have any effect on these areas over time?

PROCECURES

In order to answer the above questions, three questions were devised by an evaluation staff member. The three questions were then administered to the sample of third and sixth grade students in both December 1971 and May 1972.

DATA REPORTING AND ANALYSIS

The questions and results are reported below in Exhibits 2.41, 2.42 and 2.43.

Exhibit 2.41

Where do you get most of your information about other people (races and nationalities different from you)? Check the three best sources.

Third Grade Responses in Rank Order

Dec. 1971, Test 1, n=1698 replies			June 1972, Retest 2, n=1014 replies		
No.	%	Source	No.	%	Source
403	23.7	teacher	218	21.5	teacher
284	16.7	school books	155	15.3	school books
243	14.3	family and relatives	131	12.9	family and relatives
225	13.3	t.v., radio, film	125	12.3	t.v., radio, film
127	7.5	other books	90	8.9	magazines (comics or newspapers)
117	6.9	magazines, (comics or newspapers)	74	7.3	field trips or speakers
86	5.1	field trips or speakers	71	7.0	other books
83	4.9	visit peoples of other countries	65	6.4	visit peoples of other countries
82	4.8	friends	56	5.5	friends
42	2.5	I don't know	18	1.8	I don't know
6	0.3	other	11	1.1	other

Exhibit 2.41 (Cont'd)
Sixth Grade Responses in Rank Order

Dec. 1971, Test 1, n=1966 replies			June 1972, Retest 2, n=1479 replies		
No.	%	Source	No.	%	Source
426	21.7	teacher	300	20.3	teacher
368	18.7	t.v., radio, films	282	19.1	t.v., radio, films
282	14.3	family, & relatives	200	13.4	school books
208	10.6	school books	195	13.2	family & relatives
171	8.7	friends	116	7.7	friends
151	7.7	magazines, comics news	103	7.0	magazines, comics, news
130	6.6	other books	97	6.6	other books
104	5.3	visit peoples of other countries	80	5.4	visit peoples of other countreis
79	4.0	speakers, field trips	79	5.3	speakers, field trips
30	1.5	I don't know	15	1.0	I don't know
17	0.9	other	12	0.8	other

For both grades, there is much internal consistency. The rank order of sources generally does not change much, nor do the percentages. Both grades rank teachers as their most important source of knowledge. Family and relatives are important sources also. The largest difference seems to be school books. Third graders tend to rank school books high as a source of multi-ethnic knowledge, however, 6th graders rely more on TV, radio and films.

Exhibit 2.42

How much of your time do you spend learning about other people?

Third Grade Responses

Dec. 1971, Test 1, n=641 replies			May 1972, Retest 2, n=377 replies		
No.	%		No.	%	
156	24.3	very little	85	22.5	very little
312	48.7	sometimes	210	55.7	sometimes
173	27.0	often	82	21.8	often
641	100.0		377	100.0	

Exhibit 2.42 (Cont'd)

Sixth Grade Responses

Dec. 1971, Test 1, n=675 replies			May 1972, Retest 2, n=505 replies		
No.	%		No.	%	
145	21.5	very little	135	26.7	very little
386	57.2	sometimes	263	52.1	sometimes
144	21.3	often	107	21.2	often
675	100.0		505	100.0	

The percent differences between the test-retest periods seem to indicate that both grades spent less time learning about other people as the school year progressed. For the third grade, although on the retest there were fewer students reporting they "often" spent time learning about other people, there were also a smaller percent of students selecting the "very little" time category. The result of this shift away from the polar categories was to increase the percent of students reporting they learned about other people "sometimes." Sixth graders reported a 5.1% shift from the "sometimes" to the "very little" category. However, there was no reported change at this grade level in the percent indicating they studied "often" about other people. It must be remembered that these percentages are only rough indicators of the amount of class time devoted to multi-cultural learning.

Exhibit 2.43

Are you ever interested in learning about other people?

Third Grade Responses

Dec. 1971, Test 1, n=641 replies			May 1972, Retest 2, n=377 replies		
No.	%		No.	%	
176	27.5	not too often	126	33.4	not too often
268	44.8	sometimes	154	40.9	sometimes
197	30.7	very often	97	25.7	very often
641	100.0		377	100.0	

Sixth Grade Responses

Dec. 1971, Test 1, n=675 replies			May 1972, Retest 2, n=505 replies		
No.	%		No.	%	
95	14.1	hardly ever	57	11.3	hardly ever
376	55.7	sometimes	333	65.9	sometimes
204	30.2	most times	115	22.8	most times
675	100.0		505	100.0	

As with the amount of time studying about other people, it appears that the amount of interest pupils had in learning about others decreased, too, as the school year progressed. Whether this drop in interest can be attributed to desegregation, to plain fatigue, or to any combination of factors, cannot be assertained at this time. More detailed information would be necessary to determine causation.

The time-interest data can be represented in a cross-tabular matrix which serves to demonstrate the shift between December and May in the amount of interest and time spent by third and sixth graders in learning about other people.

Exhibit 2.44

Third Grade Time-Interest Matrix

December 1971

		Amount of Time			
		A very little	B some times	C often	Total Interest
Amount of Interest	F very often	40 6.3%	75 11.4%	82 12.6%	197 30.3%
	E some of the time	52 8.7%	161 25.8%	55 8.5%	268 43.0%
	D not too often	64 9.6%	76 11.6%	36 5.5%	176 26.7%
Total Time		156 24.6%	312 48.8%	173 26.6%	641 100.0%

For example, 82 pupils replied both that they were "very often" interested in learning about others, and that they "often" spent time learning about others. The figures in the shaded squares represent what seem to be illogical answers. Thirty-six pupils, for example, said that they spent a lot of time studying about other people, yet they also indicated that they were not too interested in doing so. Of course, one answer to this apparent contradiction could be that these pupils were forced to study what they were not interested in. Or it could be that some pupils failed to understand the questions and therefore answered improperly.

Exhibit 2.45

Third Grade Time-Interest Matrix
May 1972 Retest

		Amount of Time			
		A very little	B sometimes	C often	Total Interest
Amount of Interest	F very often	11 (3.1%)	42 (11.8%)	41 (11.5%	94 (26.4%)
	E some of the time	27 (7.5%)	92 (25.8%)	28 (7.8%	147 (41.1%)
	D not too often	40 (11.2%)	64 (17.9%)	12 (3.4%)	116 (32.5%)
	Total Time	78 (21.8%)	198 (55.5%)	81 (22.7%)	357 (100.0%)

The shift in interest and time spent between December and May for the third grade can be compared by examining comparable boxes in the two matrices. An overall view is provided when rows and columns for the two time periods are compared. For instance, between December and June there was a 3.9% drop in the number of students indicating they were "very often" interested in learning about others; with a corresponding 5.8% increase in those responding "not too often." When the amount of time spent learning about others is examined, we find fewer responses in the polar categories. That is, there was a regression toward the mean with fewer responses in the "very little" and "often" categories and a reported 7.5% increase of those responding "sometimes."

Exhibit 2.46

Sixth Grade Time-Interest Matrix
December 1971

		Amount of Time			
		A very little	B sometimes	C often	
Amount of Interest	F Most Times	25 (3.7%)	104 (15.4%)	75 (11.1%)	204 (30.2%)
	E Some Times	68 (10.1%)	245 (36.3%)	63 (9.3%)	376 (55.7%)
	D Hardly Ever	52 (7.7%)	37 (5.5%)	6 (0.9%)	95 (14.1%)
		145 (21.5%)	386(57.2%)	144(21.3%)	675

Exhibit 2.47

Sixth Grade Time-Interest Matrix
May 1972 Retest

		Amount of Time			
		A very little	B sometimes	C often	
Amount of Interest	F Most Time	9 (1.7%)	56 (10.7%)	60 (11.5%)	125 (23.9%)
	E Some Times	96 (18.3%)	202 (38.5%)	40 (7.6%)	338 (64.4%)
	D Hardly Ever	38 (7.3%)	15 (2.9%)	8 (1.5%)	61 (11.7%)
		143 (27.3%)	273 (52.1%)	108 (20.6%)	524

When the two matrices are compared for the sixth grade, we find a decrease in the amount of time spent learning about others between December and May. The percent of students reporting they spent "very little" time increased by 5.8% during this time period. The amount of interest reported in learning about others at this grade level regressed toward the mean on the May retest. That is, responses in the "sometimes" category increased by 8.7%.

DISCUSSION

Students at both the third and sixth grades generally agreed that their most important source of information about other people came from their teachers. This belief did not change between the December and May test periods.

When students were asked if they were ever interested in learning about other peoples, 75.5% of third graders responded either "sometimes" or "very often" in December compared to 66.6% responding in this way in May. At the sixth grade level, 85.9% selected those categories in December while 88.7% selected them in May. It would seem that sixth graders maintained their interest level over the year as opposed to students at the third grade level.

These results are particularly interesting in the light of data reporting the amount of time spent in learning about other people. Here third grade students reported a small 1.8% increase in time spent despite their decreased interest, while sixth grade students reported a 5.2% decrease in time spent compared to their increased interest.

Of course, it is not known if the learning referred to is primarily class learning, and if the reported increases and decreases in interest levels is related to the school or other variables. However, long range effects of a decrease in interest at the third grade, and a reduction in time spent at the sixth grade need to be further explored.

OBJECTIVE #5

To assess pupils' ethnocentrism[1] in the San Francisco Unified School District.

EVALUATION QUESTION

What amount of ethocentrism do San Francisco Unified School District pupils have? Does the amount change any after one year of attending desegregated schools?

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[1] Ethnocentrism refers to the tendency of each group to look upon their own ethnic group as being the most significant, the most important one.

PROCEDURES

The same quota sampling of third graders who took the PSST, answered an eight question survey, once in December 1971 and again in May 1972. The eight questions were the same both times, and were culled from various social studies curriculum books (e.g., Chase, Dunfee and Sagl).

The same quota sampling of sixth graders who took the STEP Social Studies 4A Test, answered a thirteen question survey developed by the Institute of Child Welfare (now known as the Institute of Human Development), University of California, Berkeley. As with the third graders, these thirteen questions were repeated in May 1972.

All questions were picked because they revealed undemocratic opinions and attitudes that could lead to ethnic prejudices.

The questions were as follows:

Third Grade

1. Everyone should learn to talk another language.
2. Some races in our country are smarter than others.
3. It is important to know people well in order to understand them.
4. The American way of doing things should be taught to all peoples of the world.
5. People who are different from us are probably not as smart as we are.
6. People act in certain ways because of customs and where they live.
7. If people in other countries worked hard, they could have the things Americans have.
8. All children in our country have a right to go to school.

Sixth Grade

1. People of different races and religions would get along better if they visited each other and shared things.
2. Our country is a lot better off because of the different races that live here.
3. Only people like myself have a right to be happy.
4. We should not send our food to foreign countries, but should think of America first.

5. It is interesting to be friends with someone who thinks and feels differently from the way I do.

6. Girls should only learn things that are useful around the house.

7. You must watch out or else somebody will make a fool out of you.

8. Teachers should try to find out what you want to do and not just tell you what to do.

9. Weak people deserve as much consideration from others as do strong people.

10. There is only one right way to do things.

11. If everything would change, this world would be much better.

12. Someday a flood or earthquake will destroy the world.

13. You can protect yourself from bad luck by carrying a charm or good luck piece.

It should be noted that these questions uncover certain attitudes that can lead to racial and ethnic prejudice. They do not necessarily mean that those who hold such attitudes are prejudiced.

DATA REPORTING AND ANALYSIS

The results for both the third and sixth grades on the test-retest follows:

Third graders who answered 0 to 2 wrong were considered to have a low amount of ethnocentric attitudes; 3 to 5 wrong were considered to have a medium amount; and 6 to 8 wrong a high amount.

Sixth graders who answered 0 to 3 wrong were considered to have a low amount of ethnocentric attitudes; 4 to 7 a medium amount; and 8 to 13 a high amount.

Exhibit 2.51

Third Grade Ethnocentric Results

	December 1971			May 1972 (Retest)		
	Low	Medium	High	Low	Medium	High
N =	267	367	29	155	220	12
%	40.3	55.3	4.4	40.1	56.8	3.1

Exhibit 2.52

Sixth Grade Ethnocentric Results

	December 1971			May 1972 (Retest)		
	Low	Medium	High	Low	Medium	High
N =	292	345	40	251	165	24
%	43.1	51.0	5.9	57.1	37.5	5.4

For third graders, there was very little reported change in the amount of ethnocentrism from December 1971 to May 1972.

For sixth graders, there was a 14% increase in those reporting "low" ethnocentrism. The shift was primarily from those reporting "medium" ethnocentrism on the December test.

DISCUSSION

The results seem very gratifying. Even though third graders showed no change in any direction between the December and May test periods, only a very few reported "high" amounts of ethnocentric attitudes. The majority of students at this grade level reported "medium" ethnocentrism. Young children generally do not hold as consistent and rigid attitudes as do adults. These medium-ranged third graders, then, can become either more or less ethnocentric as time progresses. A well-balanced multi-ethnic or bicultural program could go some way towards ensuring San Francisco Unified School District pupils having low amounts of prejudical attitudes.

At the sixth grade, not only are there few students who are highly ethnocentric, but 14% were less ethnocentric as the school year progressed. It would be well to look into the processes that may have improved these attitudes, as at this time, one cannot be certain that the San Francisco Unified School District's desegregation/integration efforts caused this increase in positive attitudes towards others.

OBJECTIVE #6

To measure the school system's supportive role in facilitating desegregation by disseminating multi-ethnic information to the teachers.

EVALUATION QUESTION

Will the implementation of desegregation in the elementary schools result in an increase in multi-ethnic studies, an increase in the availability of multi-ethnic materials, and an increase in teachers' use of multi-ethnic materials?

PROCEDURES

A teacher questionnaire was designed for the collection of data on:

1) The availability, use, and quality of multi-ethnic materials;
2) Class activities oriented toward multi-ethnic awareness; and
3) Teachers' opinions about curriculum changes for multi-ethnic development.

The questionnaire was based upon one of the six component foci of the Riverside, California Desegregation Study, but with specific question items developed by the San Francisco Unified School District evaluation staff. The multi-ethnic calendar that appears in the questionnaire was reproduced in total from the Riverside School Study, with the San Francisco Unified School District evaluation staff extending the calendar to include additional holidays (Exhibit 2.606).

A questionnaire was distributed to a sampling of third and sixth grade teachers early in the desegregation program, December 1971, but the returns were too small to be fully accurate. The questionnaire, therefore, was revised and included as Section C on the Teacher Opinion Survey and distributed at the end of the first year of the desegregation program, May 1972.

A quota sampling of 63 third and sixth grade teachers was selected. It was originally intended that this sample would participate in both a test and retest design. However, since the returns for the first test were so small, the sample for the retest was enlarged to 412 teachers. This included all 203 third grade teachers and all 209 sixth grade teachers in the San Francisco Unified School District. The results reported here are based solely on data received from the revised retest.

DATA REPORTING AND ANALYSIS

The Availability, Use and Quality of Multi-Ethnic Materials. Of the 412 teachers who received questionnaires, 280 of the teachers returned the questionnaires, a 68% return (n=280).

In response to the question "To aid you in the development of a multi-ethnic studies program, has the district provided anything new or different this year? Forty-nine percent of the teachers checked "Yes," and 43% of the teachers checked "No". The teachers who checked "Yes" enumerated a wide range of District provided programs, materials and teaching strategies.

Among the programs mentioned as aiding the development of multi-ethnic studies were Title IV[1] and ESL,[1] but mainly ESAP and ESEA.[1] Specific references were made to Multi-Cultural Programs under ESAP and ESEA, the Education Centers and Media Centers under ESAP, the multi-ethnic calendars of ESEA, and the inservice provided by Title IV.

A large percentage of the teachers itemized materials that they had received which included audio-visual materials and kits, ethnic books and study guides, and a resource booklet of ethnic materials available through the District.

Forty-three percent of the 280 teachers responding stated that they had received nothing from the District. But upon analysis of the comments, it appeared that a distinction, not intended by the questionnaire, was being made between the District and other sources operating in the school District. For example, a respondent checked "No" indicating that the District had provided nothing to aid desegregation, but in the "explanation section" the respondent reported having received materials from a federal program.

This happened in enough instances to lead this evaluator to think perhaps the "Yes" responses would have been greater if an explanation had been made delineating all programs operating through the school district.

Although 49% of the teachers indicated that they had received a wide range of materials, resources, and programs from the District, when asked in another question how they had acquired most of their multi-ethnic materials, 46% replied, "Teacher Acquired," while only 43% replied, "From the District(and Federal Programs)."

In order to know the kinds of multi-ethnic materials that teachers use in their classrooms, a check list of multi-ethnic materials was developed. The teachers were asked to indicate the multi-ethnic materials that they used and to specify any others that were not on the list. The results were as follows:

Exhibit 2.601

Multi-Ethnic Materials Used by Teachers

Ethnic Materials Used	Percent Responding
Audio Visual Materials	64%
Textbooks	49%
Curriculum Guides	23%
Library Books	39%
Teacher Made Games	15%

In looking at the results, the total here exceeds 100% because each teacher could check any or all of the materials listed. There appeared to be an inconsistency between these results and those reported above, that is that 46% of the multi-ethnic materials were teacher acquired. Therefore, a closer analysis of the responses in the "Other" category was needed.

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[1] Other Federally funded and District Programs.

The most frequently appearing items were multi-ethnic charts, pictures and realia, magazines and newspapers, and multi-ethnic commercial materials. All of these materials could be teacher acquired and, therefore, what appeared to be an inconsistency may have been due in part to the items in the "Other" category not being given the same opportunity for rating by all 280 teachers as had been the listed items. Also the response choice "teacher made games" may have limited the responses checked for this category because as the items in the "Other" category indicated, there are many "teacher acquired" materials that did not satisfy the description of "games."

Teachers were asked to rate on a five point scale the effectiveness of multi-ethnic materials available to them this year; with 5 designated as the most effective and with 1 designated as the least effective, the following were rated:

"How would you rate the following aspects of the multi-ethnic materials available to you this year?"

a. appropriate for the reading level of the class
b. interesting and relevant
c. having multi-curriculum usability

Twenty percent of the respondents failed to rate this statement, with most of those who failed to rate the question explaining that their materials were either non-existent or insufficient to rate. The following analysis is therefore based on the remaining 80% of the teachers who responded.

Exhibit 2.602

Teachers Rating of Multi-Ethnic Materials Effectiveness

Percent Responses to the Category
"Reading Level Appropriateness" (n=210)

Negative 1	2	3	4	Positive 5
14%	21%	43%	11%	11%

Percent Responses to the Category
"Interesting and Relevant" (n=220)

Negative 1	2	3	4	Positive 5
11%	21%	42%	20%	6%

Percent Responses to the Category
"Multi-Curriculum Applicability" (n=195)

Negative 1	2	3	4	Positive 5
11%	18%	43%	20%	8%

In rating the appropriateness of the multi-ethnic materials for the reading level of the class, 22% selected positive responses (ratings #5 and #4 grouped together.) When the negative end of the scale was examined (ratings #2 and #1), 35% rated their multi-ethnic materials ineffective. The major proportion of the respondents (rating #3), or 43%, rated their multi-ethnic materials to be moderately appropriate for the reading level of their classes.

For the area of interest and relevancy, we find that when positive responses were combined, 26% rated materials effective, and when negative responses were combined, 32% rated the materials ineffective. Again, the majority responses, 42%, rated the multi-ethnic materials moderately effective for the area of interesting and relevant.

For multi-curriculum usability, when positive responses were combined and negative responses were combined, 28% rated the materials effective and 29% rated the materials ineffective. The majority of responses, 43%,rated the multi-ethnic materials moderately effective for multi-curriculum usability.

There appeared to be little difference in the ratings of the measured aspects of multi-ethnic materials. The multi-ethnic materials ratings fell into a moderately effective range in all aspects of quality that were measured.

In the remarks section, textbooks and audio-visual materials appeared to be the most useful multi-ethnic materials, which was consistent with the responses regarding materials that teachers use. Unfortunately, the opportunity was not given for these items to be rated separately, nor was it possible to know which items teachers had reference to in their ratings.

Classroom Activities Related to Multi-Ethnic Awareness. Two questions were asked of the teachers to determine whether or not there was a correlation between the approach which the teachers considered to be the optimum classroom treatment of ethnic studies and the approach which the teachers actually practiced in the treatment of ethnic studies.

1. How do you feel the study of ethnic and racial groups should be taught?

    ____As part of your total instructional program
    ____Integrated into the social studies program
    ____As a separate course with a period devoted to it
    ____Not at all (please comment below)
    ____Other (please specify)

2. Have you been able to treat the study of racial and ethnic groups? (Teachers were asked to check the same choices as above.)

Although the teachers were asked to check only one choice, many of them checked more, thus, the tabulation of results exceeded 100%. In responding to the question of how ethnic studies should be taught, 64% indicated that ethnic studies should be a part of the total program and 38% indicated that ethnic studies should be integrated into the social studies program. In the instances of multiple checking, responses were usually in both of these areas, which indicated that the teachers favored utilizing both or either of these approaches in their treatment of ethnic studies. The results indicated that 5% favored having ethnic studies as a separate course with a period devoted to it, and 2% indicated that they want no time devoted to it at all.

The results to the two questions are reported below and shown in relation to each other.

Exhibit 2.603

Responses to the Item "The Approach to Ethnic Studies" (n=601)

	n=321 Actual Approach	n=280 Optimum Approach
a. As a part of total instructional program	52%	64%
b. Integrated into the social studies program	34%	38%
c. As a separate course with a period devoted to it	5%	5%
d. Not at all	3%	2%
e. Other	2%	2%
f. No response	5%	4%

The largest percentage of the respondents indicated that the optimum approach to teaching ethnic studies is "as a part of a total instructional program." The largest percentage of respondents also indicated that the actual treatment of ethnic studies is "as a part of the total instructional program."

Although the area of "optimum approach" received a difference of 12% response over the "actual approach," there appeared to be a high correlation between the optimum practice and actual practice employed in the treatment of ethnic studies. However, to determine this definitely, further analysis of the data by paired responses of each individual teacher would be necessary.

One question sought to determine the extent teachers had utilized the activity of taking field trips that promoted multi-cultural understanding. The ratio of negative responses to positive responses was very high in favor of the negative.

Exhibit 2.604

Responses to the Item
"Taking field trips which promote multi-cultural understanding"

No	Yes
57%	33%

If the 10% who declined to respond can also be construed to be negative, this results in a 2:1 ratio in favor of the negative responses. Upon analysis of the comments, we find that of the 57% who responded "No," 36% explained that field trips were not taken due to a lack of funds. Three percent commented that they had taken no field trips due to time constraints, and 4% reported that they had taken no ethnic related field trips because they preferred other related kinds of field trips. Some of the comments noted from Zones 3 and 7 stated that ESAP programs had brought so many ethnic programs to the school that field trips for ethnic-oriented purposes were not considered necessary.

Another classroom area explored was that of inviting guests to provide information that would promote multi-cultural understanding. Below are the teachers' recorded responses to the question, "Among people you have invited to your class, how many times have you invited resource persons to give a presentation on a subject relative to an ethnic or racial minority group?"

Exhibit 2.605

Responses to the Question
"How many times have you invited resource persons...?" (n=280)

Number of Times Resource People Invited	Percentage of Teachers
0	73%
1-2	17%
3-4	6%
5-6	2%

A high percentage of teachers, 73%, invited no resource persons to give a presentation on a subject relative to an ethnic or minority group. Two percent invited 5-6 resource persons for ethnic group understanding, and although "Many" was not a response choice, 3% of the respondents wrote in a response of "Many." But, as the figures showed, only a little more than a fourth of the 280 respondents invited resource people at all for minority group understanding.

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Of interest, where "Many" was written in, the speakers had been arranged through the ESAP Program, Ethnic Arts Program, or as a total school program. Many teachers requested that a directory of resource persons be published for District dissemination to apprise teachers of service available.

A list of holidays was included in the questionnaire. The holidays were selected from the Riverside Desegregation Study with additions provided by the San Francisco Unified School District evaluation staff. Respondents were asked to "Please check one of the following events observed this year with a story, bulletin board,unit, or special event."

Of the 280 returns, 264 responded to this question. The responses were tabulated and reported in terms of number of teachers in intervals of 24 beginning with 0-24 to 225-249 (Exhibit 2.606).The occasion placing in the highest series (225-249) along with Thanksgiving and Christmas, was Martin Luther King's Birthday. Next highest series (200-224) were Chinese New Year, Valentine's Day, and Negro History Week. Within the lowest series, 0-24, were Festival of Our Lady, W.E.B. Dubois' Birthday and Juarez's Birthday.

Comments about this question ranged from expressions of gratitude for the multi-ethnic calendar to criticism about the amount of attention being given the ethnic minorities. There were also questions regarding whether the observance of religious holdays was legal.

Of the comments made, over a third of them indicated that an ethnic calendar is necessary and that the District should provide the ethnic calendar with sufficient information to facilitate the teacher's meaningful treatment of the observances. Several requests were made for additional information for Mexican-Americans and Filipinos. Several remarked that resource persons were not needed in classrooms where ethnic minority adults, classmates, or student teachers participated in ethnic studies. Some indicated a need for basic skills to be taught during the entire school day, thus, ethnic studies was eliminated due to time constraints.

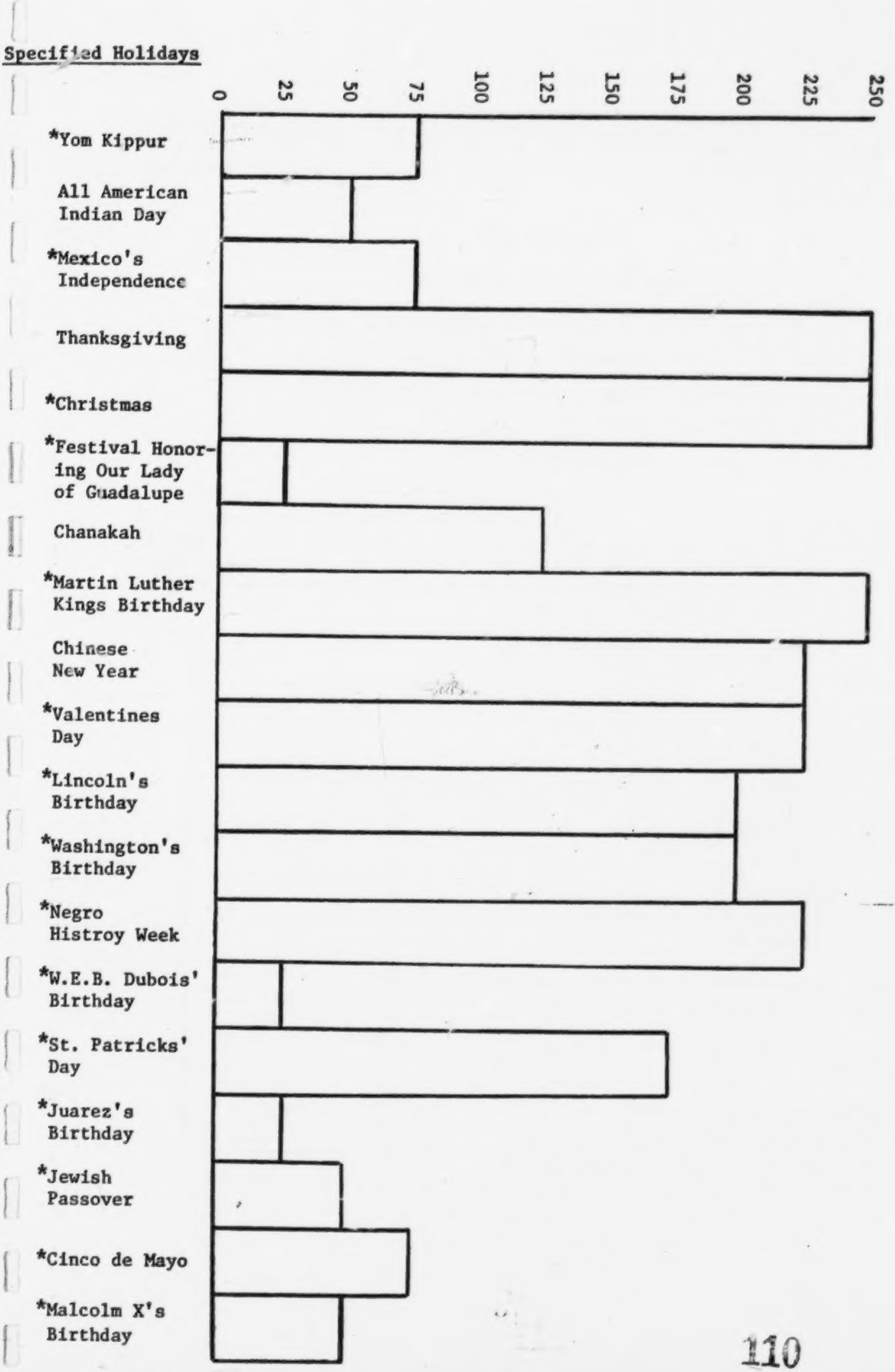

Exhibit 2.606

Number of Teachers Observing Specified Holidays (n=280)

* From the Riverside School Study

Teachers' Opinions Toward Curriculum Changes for Multi-Ethnic Development. An assessment was made of teachers' opinions toward curriculum changes, instructional program needs, and material needs for desegregation. Teachers were asked:

Exhibit 2.607

Responses to the Question

"With the implementation of desegregation, do you feel that the curriculum should change?"

No	Yes
29%	59%

Fifty-nine percent of the teachers responded "Yes," 29% responded "No," and 12% declined to respond. For comments, there were 152 responses. Upon analysis of the responses, not all of them were immediately identifiable with desegregation. A summary of the comments are reported in Exhibit 2.607 with the figure representing the percentage of comments that were made in relation to the summarized statements.

Exhibit 2.608

Teachers' Summarized Comments to the Question

Summarized Comments Supportive of a "Yes" Response to the Above Question (n=152)	Percentage of Responses
1. Need a variety of teaching techniques with "individualization" mentioned the greater number of times.	38%
2. Need multi-cultural understanding and materials that reflect the multi-ethnic school population.	34%
3. Need an increased variety and quality of materials in general.	14%
4. Need for updating the curriculum in general.	12%
5. Miscellaneous	2%

Exhibit 2.068 (Cont'd)

Summarized Comments Supportive of a "No" Response to the Above Question (n=35)	Percentage of Responses
1. Curriculum should remain "basically" the same but with specified modifications: Curriculum should be updated, should reflect the ethnic plurality of our society, and have a greater variety of materials and teaching approaches.	46%
2. "Basic" values and standards should remain unchanged.	40%
3. Curriculum changes would only result in lower standards for all.	14%

Upon examining Exhibit 2.608,38% of the teachers who responded "Yes" that the curriculum should change, indicated that the change should be in the area of adopting teaching techniques for individualization of the instructional program. Thirty-four percent expressed a need for curriculum changes that lead to multi-cultural understanding.

Of the 35 teachers checking "No" and offering a comment on the question of whether the curriculum should change, 46% indicated that no change should occur except to the degree that is required to keep the curriculum current. Forty percent responded to the question as though the question had reference to the "basics" of reading, writing and arithmetic and they were rather adamantly opposed to any changes in this area. Fourteen percent interpreted the question to mean that the standards would be lowered thus expressing a strong "No" response.

Teachers were asked about the kinds of multi-ethnic materials that they needed. The response choices are shown in relation to the responses for "materials used" in Exhibit 2.609. Although 29% of the teachers did not respond to this question, and 3% responded that they need no multi-ethnic materials, the highest responses were for audio-visual materials 42%, and multiple copies of library books 40%. Again, as stated in the analysis of previous questions, the items in the "Other" category were not provided an opportunity to be rated by all teachers. Further, the use of the term "teacher made games" may have limited the responses in this category.

Some of the items mentioned in the "Other" category are reported here:

- Materials appropriate for primary level
- A list of available multi-ethnic materials
- Materials readily available when needed
- Materials that integrate the study of ethnic groups
- Positive attitudes toward children

Exhibit 2.609

"What kinds of multi-ethnic materials do you use?"		"What kinds of multi-ethnic materials do you need?"	
%	Materials Used	%	Materials Needed
64%	A. V. Materials	42%	A. V. Materials
49%	Textbooks	40%	Library Books (multiple copies)
39%	Library Books (multiple copies)	26%	Textbooks
23%	Curriculum Guides	21%	Curriculum Guides
15%	Teacher Made Games	13%	Teacher Made Games
10%	Others	4%	Others
4%	None	3%	None
9%	No Response	29%	No Response

Finally, teachers were given the opportunity to rank, in order of importance, the items that would be essential in the implementation of a multi-ethnic program. Exhibit 2.610 shows the resulting order. (Respondents were given an "Other" category which was not ranked.) A mean score of 6.00 indicated that the item was most important and was given a rank rating of 1. A mean score of 1.00 indicated that the particular item was the least important, and thus given a rank rating of 6. Since two items received the same value, each was given the rank rating of 5.5.

Films and filmstrips ranked #1 as the most essential items in the implementation of a multi-ethnic program receiving a mean score value of 4.2. Ethnic resource people followed closely, ranking #2 and receiving a mean score value of 4.1. Field trips funds and Integrative Education Specialists ranked #3 and #4 respectively. Preparation and presentation time and State Developed Curriculum Guide both received a rank order of 5.5, since each received a mean score value of 2.6.

Exhibit 2.610

Essentials For A Multi-Ethnic Program

Rank order with #1 representing the most important.

Rank	Essential Items	(mean value) $\bar{X}$ Value
#1	Films/Filmstrips	4.2
#2	Ethnic Resource People	4.1
#3	Field Trip Funds	3.8
#4	Integrative Education Specialists	2.7
5.5*	Preparation & Presentation Time	2.6
5.5*	State Developed Curriculum Guide	2.6

* Both shared a mean score value of 2.6.

In the "Other" category, respondents specified the following items as most important:

1. Materials appropriate for primary level
2. Positive attitudes toward cultural diversity
3. Multi-cultural programs (as provided by ESAP and ESEA)
4. A master plan for quality education
5. Readily accessible funds for teachers'use

Again, since the items in the "Other" category were not submitted to a rating by all 280 teachers, additional data collecting would be necessary to determine the degree to which the items now listed in the "Other" category would be rated in importance to the implementation of a multi-ethnic program.

DISCUSSION

A culturally integrated school is one in which the children have acquired an understanding and respect for the history, cultural heritage, and contributions of all ethnic groups so that there is mutual respect in cultural sharing (Jane Mercer, Riverside School - Desegregation Study.)

It is generally conceded that the historical aspects and contributions of the ethnic minorities in our society have not been presented fairly in terms of accuracy or frequency. With desegregation efforts, it is not enough to achieve structural integration. For desegregation to have any positive, long-range effects, it is incumbent that the school system move toward the establishment of a school climate where the awareness and acceptance of the ethnic minorities' cultural and ethnic identity (heritage) can be achieved to the same degree as that of the dominant culture group.

In examining data collected through the teacher questionnaire of the role played by this school system in the achievement of parity for ethnic and cultural minorities, we find that only half of the teachers felt the District had provided anything new to aid the desegregation program. Only a half of the multi-ethnic materials used by teachers was provided by the District, with the other half being provided by the teachers themselves. Of the multi-ethnic materials used by teachers, the quality aspects were noted on a five point scale and achieved only a moderate rating.

A third of the teachers took their classes on field trips that related to contributions of ethnic groups, and a fourth of the teachers invited resource persons to their classes to give a presentation on a subject relative to an ethnic minority group.

Some ethnic minority observances such as Martin Luther King's Birthday, Chinese New Year and Negro History Week are commanding attention along with some of the more traditional holidays such as Christmas, Thanksgiving, and Valentines' Day. But the majority of the ethnic observances ranked in the lower half of the series. It is encouraging, though, that so many teachers expressed gratitude for the ethnic calendar.

From the data reported here, audio visual materials seem to have high priority in a multi-ethnic curriculum and classroom visitors seem to have the lowest priority. In its overall treatment, teachers tend to prefer treating multi-ethnic studies as part of the total instructional program rather than devoting a separate period to ethnic studies. However, the teachers indicated a second place preference in treating ethnic studies by integrating it into the social studies program.

In compliance with the requests made by many teachers, a directory of multi-ethnic resource people should be disseminated by the District to all teachers. A directory of ethnic-related field trips was developed by the ESAP Education Center Team in Zone 3. The Education Center Team in Zones 4 and 7 have developed curriculum materials of Mexican Americans and Filipinos. In response to teachers' requests, the directory and the curriculum materials should be made available to all teachers in the District. The resource booklet of ethnic materials metnioned in the report should also be made available.

There was a recurring expressed need for multi-ethnic materials appropriate for the primary level. Some attention must be given to the development of primary level, multi-ethnic, multi-curriculum materials.

As evidenced by the responses on the questionnaire, with the implementation of desegregation, teachers expressed a need for a wider range of teaching strategies. One might note that the ESAP Education Center Teams have all been focusing upon teaching strategies for individualization. Due to time constraints inherent in the first year of the ESAP program development, most of the Education Centers' activities have been concentrated in the host schools. The 1972-73 year's activities, with emphasis on individualizing the instructional program, should be directed at the schools throughout the respective zones.

As information generates a need for new information, this report makes it apparent that further information is needed to determine:

1. Do teachers provide most of the multi-ethnic materials that they need because they lack information on multi-ethnic materials are being developed by the District?

2. Are the multi-ethnic materials generally unavailable when requested and, therefore, teachers have despaired of having their requests filled when needed?

3. To what degree do teachers use multi-ethnic materials?

4. To what degree do teachers give attention to multi-ethnic studies?

A subsequent questionnaire should be designed to secure information on the above raised questions.

CHAPTER 3
AFFECTIVE IMPACT

GOAL

TO ASSESS POSITIVE FEELINGS AND ATTITUDES IN SAN FRANCISCO ELEMENTARY SCHOOLS THROUGH THE DESEGREGATION/INTEGRATION PROGRAM.

OBJECTIVE #1

To assess pupils' self-concept in the SFUSD.

EVALUATION QUESTION

Have the feelings and attitudes of students about themselves, their peers and school changed during the 1971-72 school year?

PROCEDURES

To assess possible changes in self-concept, a self report instrument, the semantic differential (SD), was administered by research assistants from the Evaluation Office to a sample of third and sixth grade students in December 1971 (first testing) and May 1972 (retest).

Instrument Development. The instrument used in this study was a type of semantic differential (SD)[1] using pictorial scales rather than verbal adjectives. A semantic differential scale was selected as appropriate for obtaining an indirect measure of how children feel about themselves. The instrument was developed by Osgood, and in its more common form consists of a number of scales each of which consists of a bi-polar adjective pair. The scales are presented with concepts to be rated. The selection of scales and concepts is determined by the needs of the particular research project. Through research, Osgood found that when analyzed, adjective pairs like good-bad, large-small, and clean-dirty fall into clusters. The most important cluster seems to consist of adjectives that are Evaluative, such as good-bad and pleasant-unpleasant. A second cluster has adjectives that seem to share strength or Potency ideas. Strong-weak and large-small are examples. A third factor is called Activity because its adjectives seem to express motion and action, such as fast-slow and hot-cold. Each scale measures one, and sometimes two of these basic dimensions or factors. Osgood developed a list of 50 bi-polar adjective scales with imperically tested factor identifications which are available for use in research.

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[1] Kerlinger, F.N., "The Semantic Differential", Foundations of Behavioral Research, New York: Holt, Rinehart & Winston, Inc., 1964, pp. 564-80.

Use of the SD in cross-cultural research led to the development of pictorial rather than verbal scales by Osgood[1], Helper[2] and Cox and Schumers[3]. The pictorial scales were found to be particularly appropriate for young children whose reading and vocabulary skills may not be sufficiently developed to work with verbal meanings.

The instrument used in this study was one developed by Cox and Schummers. Nine pictorial scales depicting objects, persons or animals were made into slides and projected on a screen. The scales varied systematically in a way designed to elicit successive degrees of affective response. All slides were in color and constructed with the specification that either direct or oblique ethnic characteristics be omitted. Each child had his own answer booklet with one of eight (8) concepts typed on the top of the page, and nine (9) schematic scales as shown in each slide appearing below. (copy appended)

Exibit 3.11 lists each pictorial scale, its description, the bi-polar adjective the scale depicts, and the factor or dimension measured.

Exhibit 3.11

Pictorial Scales of the Semantic Differential

Scale	Description	Adjective	Factor
1. Balls	Balls ranging from small to large	small/large	potency
2. Ice	Ice cubes in process of melting to water boiling	cold/hot	activity
3. Ice Cream cones	Cones ranging from melting and dripping to firm and neat.	messy/neat	evaluation
4. Weight-lifters	Weightlifters ranging from man upright to bent over	strong/weak	potency
5. Animals	Animals in degrees of movement	fast/slow	activity

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[1] Osgood, C.E., "The Cross-Cultural Generality of Visual Verbal Synesthetic Tendencies"., Behavioral Science, 1960, 5, 146-49.

[2] Helper, M.M., "Comparison of Pictorial and Verbal Semantic Scales as Used by Children", Journal of Genetic Psychology, 1970, 117, pp. 149-56.

[3] Cox, G., Schummers, J., "Social Relations and Self-Concept Among Five Ethnic Groups of Children in Desegregated Schools." California State University San Francisco, 1971, unpublished abstract.

Exhibit 3.11 Cont'd)

Scale	Description	Adjective	Factor
6. Cars	Cars in various stages of condition	old/new	evaluation
7. Thermometers	Thermometers showing low to high temperatures	low/high	activity
8. Water Glasses	Glasses of water varying from empty to full	empty/full	potency
9. Plants	Plants in stages of well-being	dead/alive	evaluation

All of the above scales were presented with each of the following concepts deemed salient to self-concept, for the purpose of this study.

1. Feelings About Myself
2. My Learning in School
3. How My Teacher Feels About Me
4. Me When I Grow Up
5. My Skin Color
6. My Behavior in School
7. How Children Feel About Me
8. School

Self-concept then, in this study is operationally defined as the way a student reports himself on each of the concepts.

Validity. The validity of a test is the degree to which a test measures what it is designed to measure. Although Helper had found that verbal polarities had valid counterparts in pictorial scales, it was deemed important to test validity in this area for the population participating in this study. Therefore, the items were examined and the test administered to students in two third grade and two sixth grade classes not in the original sample.

The 75 students in these four classes were shown only the nine pictorial slides, not the concepts, and were requested to write what words, feelings, or opposite adjectives the pictures reminded them of. Results of this validation study indicated a mean percentage of 80%; that is, children answered with the appropriate adjectives to the pictures the great majority of the time.

Reliability. To test reliability is to ask the question, how stable are responses when the same test is administered to the same individuals twice within a short period of time? The longer the period of time between test-retest, the greater the possibility of a low correlation between test responses due to such contaminating factors as maturation and experience. It is unfortunate, therefore, that the period between test-retest in this study was approximately 8 weeks.

Reliability coefficients were obtained for one third and one sixth grade class on each separate concept. A Pearson product-moment coefficient correlation which is a common statistical procedure for determining if there is a relationship between two sets of paired numbers,[1] was used to analyze the resulting distributions. Significant results at the .05 level or less were reported for the sixth graders on four of the eight concepts; My Skin Color, My Learning in School, My Behavior in School, and School. A significant correlation was reported for third graders in only two of the eight concepts; My Skin Color and Feelings About Myself.

Considering the long time span between test-retest the instrument possessed sufficient reliability to be used for group administration and interpretation for grades 4-6. However, the low correlations for the third grade suggest that the instrument might be better used with smaller groups or administered individually.

Sample. Using a table of random numbers, a proportional and stratified sample by grade and zone was drawn from a population pool of all third and sixth grade elementary school classes in the San Francisco district.

The ethnic distribution of students assigned to each class was determined by the guidelines of the desegregation program, and therefore, in most cases reflected the ethnic distribution of students in the total population. Following a customary categorization by the school system, the five ethnic groups of children, and their percentages in the sample are (a) 34% White, (b) 30% Black (c) 14% Asian (Chinese, Japanese, Korean), (d) 14% Spanish Surname, and (e) 8% Other Non-White (American Indian, Filipino, etc.). The following table, Exhibit 3.12 reports the size of the sample for the test and retest by number of classes and number of students.

Exhibit 3.12

Semantic Differential Sample Size

	# of Classes			# of Students		
	3rd grade	6th grade	Total	3rd grade	6th grade	Total
Test 1 Dec. 1971	30	31	61	563	725	1288
Test 2 May 1972	17	16	33	391	337	728

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[1] Bruning, J. L. and Kintz, B. L., Computational Handbook of Statistics, Illinois: Scott, Foresman & Co., 1968, pp. 150-52.

The test 1 sample with 1288 students represented approximately 14% of the total school population of 3rd and 6th grade students. The smaller retest 2 sample used to better accommodate Evaluation staff needs, represented approximately 7% of the total number of 3rd and 6th grade students. This reduced sample was redrawn from the original population pool. As a result, 19 of the 33 classes had participated in test 1. The remaining 14 classes provided a test 2 only group which served to minimize memory effects of test 1 on the obtained results, and was considered to be a more tightly controlled research design.[1]

DATA REPORTING AND ANALYSIS

The results reported here are preliminary. A comparison between overall mean scores for each ethnic group at both the third and sixth grades on the test-retest as well as significant "t" values at the .05 level or less are available at this time. In addition, mean scores by grade and ethnic groups are available for each of the three factors. Still to be computed are means and "t" scores for each of the eight concepts by ethnic groups, and "t" values for each of the three factors by ethnic groups.

Each subject's choices on the SD was transcribed into a numerical rating, ranging from one to five, with five being the most favorable selection. Nine pictorial scales times eight concepts represents a maximum of 72 repsonses, 24 each for evaluation, potency, and activity factors. Mean scores were then computed for each group.

Shown below, Exhibit 3.13 is a comparison of overall mean scores for the test-retest by grade and ethnic group.

Exhibit 3.13

Test-Retest Comparison of Overall
Responses on the Semantic Differential

Test Group	Test 1		Test 2		
	N	$\bar{X}$	N	$\bar{X}$	Significant t Value*
All 3rd Grade Ss	563	268.5	391	274.5	-2.48
All 6th Grade Ss	725	266.0	337	259.6	2.92
Combined Total	1288	267.1	728	267.6	NS**

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*Statistically significant at the .01 or .05 level. (Interpreted as ... the probability that the obtained result would occur 99 out of 100 times or 95 out of 100 times upon repeated testing).

**NS = Nonsignificant finding

[1] Gage, N.L., Handbook of Research on Teaching, Chicago: Rand McNally & Co., 1963, pp. 207, 223-24.

Exhibit 3. 13 (Cont'd)

	Test 1		Test 2		
3rd Grade Ss by Ethnic Groups	N	$\bar{X}$	N	$\bar{X}$	Significant t Value
SS***	85	268.6	51	263.8	NS
W	171	272.8	148	273.6	NS
B	177	267.5	111	279.6	- 2.92
A	75	267.8	49	274.6	NS
ONW	55	259.7	32	277.0	- 2.24
6th Grade Ss by Ethnic Groups					
SS	91	262.0	39	248.4	2.35
W	247	265.9	119	261.7	NS
B	232	267.8	104	261.6	NS
A	112	266.1	49	258.9	NS
ONW	43	263.7	26	259.7	NS
Combined Total by Ethnic Groups					
SS	176	265.6	90	257.1	2.02
W	418	268.7	267	268.3	NS
B	409	267.7	215	270.9	NS
A	187	266.8	98	266.8	NS
ONW	98	261.5	58	269.3	NS

In analyzing the data in Exhibit 3.13, it should be remembered that subjects choices were transcribed into numerical ratings on a one to five (1-5) scale. The mean scores ($\bar{X}$) reported above represent the sum of these ratings assigned to each of the 72 possible choices for all members of the groups described. The $\bar{X}$ score range then from least to most favorable overall test response is 72 (1) to 360 (5). Overall possible mean scores and each of the five scale ratings they represent are shown below.

Exhibit 3.14

Scale Ratings and Overall Mean Score Range

	Least Favorable Response				Most Favorable Response
Assigned Scale Ratings	1	2	3	4	5
Corresponding Overall Score	72	144	216	288	360

*** SS = Spanish Surname; W = White; B = Black; A = Chinese, Japanese, Korean
ONW = Other Non-White, including Filipino and American Indian

Inspection of the comparison of overall responses, Exhibit 3.13, reveals that the average score for each group fell within the 216-288 range of possible mean scores, indicating moderate to favorable overall attitudes in each of the areas tested.

When comparing mean scores between test 1 and test 2, we find a statistically significant increase over time in self-concept for the total group of third grade students, and a correspondingly significant decrease for the total group of sixth grade students. If scores from the two groups are combined, no difference appears between test 1 and test 2, as changes within the two groups offset each other.

When third, sixth, and total group scores are compared for the test-retest and examined by ethnic groupings, we find a statistically significant increase in self-concept for Black and Other Non-White students at the third grade level. Mean scores for Asian students at this grade level increased on the retest also, but not significantly. White student scores remained about the same, while Spanish Surname students reported lower mean scores indicating decreased self-concept as measured by the test. At the sixth grade level, although students from all ethnic groups reported lower mean scores on the retest, the negative shift for students of Spanish Surname was significantly lower.

When scores from the two grade levels are combined, the only statistically significant change in self-concept between the test and retest was the decrease reported for Spanish Surname students. Scores from all other ethnic groups either remained the same or showed slightly higher mean scores on the retest. Note the reported increase in self-concept as reflected in the scores for Black and Other Non-White students. It should be again pointed out that these somewhat positive combined results must be attributed to third grade retest increases.

When test results are analyzed by factors of evaluation, potency and activity, the possible number of responses becomes twenty-four (24) for each factor. Therefore, the mean score range from least to most favorable response becomes 24 to 120. Overall possible scores for each factor and the five ratings they represent are shown below.

Exhibit 3.15

Scale Ratings and Factor Mean Score Range

	Least Favorable Response				Most Favorable Response
Assigned Scale Ratings	1	2	3	4	5
Corresponding Overall Scores	24	48	72	96	120

Inspection of the following Exhibit 3.16, reveals the average score for each group fell within the 72-96 mean score range, again indicating moderate to favorable attitudes when responses are examined by factors.

Exhibit 3.16

Mean Score Analysis of Evaluation, Potency and Activity Factors by Grade and Ethnic Grouping for Test - Retest

Grade Level & Ethnic Grp.	Factors: Evaluation			Factors: Potency			Factors: Activity		
	$\bar{X}$ Test 1	$\bar{X}$ Test 2	Diff.	$\bar{X}$ Test 1	$\bar{X}$ Test 2	Diff.	$\bar{X}$ Test 1	$\bar{X}$ Test 2	Diff.
3rd									
SS	96.4	94.3	-2.1	92.8	89.3	-3.5	79.3	80.1	+0.8
W	98.0	97.5	-0.5	93.1	92.1	-1.0	81.6	84.1	+2.5
B	95.8	99.1	+4.7	92.8	96.1	+3.3	78.7	84.3	+5.6
A	98.0	99.9	+1.9	90.3	93.8	+3.5	79.4	80.8	+1.4
ONW	95.4	100.6	+5.2	87.7	95.4	+7.7	76.6	80.9	+4.3
6th									
SS	94.6	87.0	-7.6	88.4	83.6	-4.8	79.6	77.7	-1.9
W	93.5	92.6	-0.9	89.9	88.6	-1.3	82.5	80.5	-2.0
B	94.9	91.6	-3.3	90.9	88.1	-2.8	81.9	81.8	-0.1
A	95.5	91.3	-4.2	88.7	86.3	-2.4	81.8	81.2	-0.6
ONW	94.7	92.0	-2.7	89.7	86.5	-3.2	79.2	81.1	+1.9
Total 3rd	96.8	98.1	+1.3	92.0	93.3	+1.3	79.6	82.9	+3.3
Total 6th	94.5	91.4	-3.1	89.8	87.4	-2.4	81.6	80.7	-0.9
Combined Tot.	95.5	95.0	-0.5	90.8	90.6	-0.2	80.7	81.9	+1.2

When each of the factors are examined, separately we find mean scores in each factor area increased between test 1 and test 2 for the total third grade group, while total 6th grade scores decreased on each factor. The largest increase for third graders was on the activity factor, and largest decrease for sixth graders was in evaluation.

As reflected in the difference scores, Other Non-White (ONW), Black (B) and Asian (A) students in the third grade reported increased self-concept on the evaluation factor. Spanish Surname (SS) and White (W) students at this grade level reported decreases, although the White student decrease was very small (-0.5). All groups at the sixth grade level reported lower scores on this factor for the retest, the most noticeable being Spanish Surname students.

When the potency factor is examined by grade and ethnic group, the most noticeable changes between test and retest periods are reported for third grade Other Non-White, Asian and Black students whose scores increased. Spanish Surname student scores decreased as did White student scores, although to a lesser degree. At the sixth grade level all scores for all racial groups decreased, and again most noticeably for Spanish Surname students.

On the activity factor, all ethnic groups reported increased mean scores at the third grade, particularly Black and Other Non-White (ONW) students. At the sixth grade level, Black and Asian students scores essentially remained the same, while Other Non-White scores increased slightly and Spanish Surname and White scores decreased.

DISCUSSION

The SD test of self-concept yielded statistically significant results at both the third and sixth grade levels. Third grade students reported significantly higher mean scores indicating increased self-concept, while sixth grade student scores were significantly lower on the retest. When the two groups are combined and test results are examined as a whole, no change in self-concept is reported between the first testing and retesting periods, as third grade gains are offset by sixth grade losses.

In part what seems to be indicated by these preliminary findings is that the longer children are in school, i.e., sixth grade, the more negative their attitudes. This phenomenon has been reported in research findings in school districts where desegregation was not an issue. Perhaps, then, the condition of desegregation in and of itself does not positively effect the attitudes of older school children, at least in the initial stages of implementation.

In order to determine how related the reported decreases for sixth graders are to attitudes toward self as opposed to attitudes toward school, however, the data would have to be analyzed by concept. This task remains to be completed. Reported increases in attitudes for the total group of third graders also will be analyzed by concept to establish their areas of positive change. The completed data will be provided by Drs. Cox and Schummers, Consultants, from California State University, San Francisco.

The ethnic breakdown of data at both grade levels provides evidence of changes within ethnic groups of students. At the third grade level self-concept as measured by this test increased for minority children who are Black, Other Non-White and Asian, decreased for children of Spanish Surname and remained about the same for White children. At the sixth grade, however, all children regardless of ethnic group reported increasingly negative attitudes, particularly Spanish Surname students.

As might be expected when the data was analyzed by factors for the total group of students, third grade total scores on each factor of evaluation, potency and activity increased over time, while sixth grade total scores decreased on each factor during the same time period. When examined by ethnic groups, self-concept scores for minority children, again with the exception of Spanish Surname students increased on factors of evaluation and potency at the third grade. Spanish Surname students reported particularly low potency scores. White student scores on these two factors decreased only slightly. Students of all ethnic backgrounds at the third grade reported increased positive self-concept on the activity factor. At the sixth grade, all ethnic groups again reported negative shifts on all three factors, with the exception of Other-Non-White students who reported a slight positive shift on the activity factor.

Whether or not any of these shifts are statistically significant is yet to be determined, and will be included in any future reporting of this study. In addition, a factorial study should be conducted to determine whether or not the instrument(SD) used yielded the expected factors of evaluation, potency and activity or other combinations of factors given the particular urban school population participating in this study.

In conclusion, there were some overall changes in student self-concept during this first year of desegregation. The data does indicate that younger students (third grade) from Black, Asian and Other Non-White ethnic groups show positive changes, while White student perceptions of themselves, school and peers remain relatively unchanged. Children designated as Spanish Surname seem to have the most difficulty in developing and maintaining positive feelings. The available ethnic data by factors at least isolates the areas of most negative perceptions, particularly at the sixth grade level, where evaluation and potency scores for this group are particularly low.

Finally, it should be noted that the mean scores reported on both the test and retest for all sub-groups participating in the study reveal moderate to favorable ratings assigned to self-concept. Taken as a whole then, it seems reasonable to say that this student population began the school year with an encouraging view of themselves, and perhaps, therefore, the degree of anticipated positive change over time is limited. In addition, if the cause of change either positive or negative is to be understood, then the school program itself must be investigated to determine whether any conscious efforts at integration are being made, or whether change is expected merely because students are together in desegregated classrooms.

OBJECTIVE #2

To assess cross-cultural student interaction patterns
in the San Francisco Unified School District.

EVALUATION QUESTION

Have the social interaction patterns of students changed during the first year of the desegregation/integration program?

PROCEDURES

Sociometry is a widely used method for analyzing peer relationships through the examination of patterns of choosing within a group setting.[1] A sociometric questionnaire was administered to a sample of students in sixty (60) third and sixth grade classes in a test retest design during December 1971 and May 1972.

Instrument Development. A sociometric questionnaire examining friendship, leadership and work patterns was developed by the Evaluation Staff (appended). The questionnaire consisted of five (5) questions, and students were asked to make three (3) peer choices in response to each question.

The questions were as follows: (A) The 3 children I would like to work with in a class project are, (B) If I could be 3 other children in this class, I would be, (C) In an election for 3 class officers, I would vote for, (D) The 3 children I would like to sit next to in class are, (E) If I needed help with school work, the 3 children I would like to help me are.

A list of names of all children in the class with an assigned number was distributed. Children needed only to write the number of their choices not the names. To compensate for various reading abilities each question was read aloud by the administrator, in most cases, the teacher.

Sample. The quota sample used was drawn from the total population of third and sixth grade students in the manner described for administration of the Semantic Differential (see Objective 1, Chapter 3).

The following Exhibit 3.21 reports the size of the sample for the test and retest groups by number of classes and number of students participating. This sample represents approximately 17% of the total number of third and sixth grade classes in the San Francisco school district.

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[1] Gronlund, N.E., Sociometry in the Classroom, New York: Harper & Row, 1959.

Exhibit 3.21

Description of Sociometric Sample

Test Period	# of Classes 3rd Grade	 6th Grade	 Total	# of Ss 3rd Grade	 6th Grade	 Total
1st Test December 1971	29	31	60	611	716	1327
Retest May 1972	26	27	53	599	622	1221

Thirty-three (33) classes taking the first test had also taken the retest. The remaining 20 classes forming a retest only group served, as with the SD sample, to provide some degree of control over memory effects of the first testing on the results.

DATA REPORTING AND ANALYSIS

The results reported at this time are preliminary. Students social interaction patterns within ethnic groups have been analyzed by computation of mean scores for the first testing and retesting. When these scores are compared between test periods, observed changes either in a positive or negative direction are interpreted as the average number of peer choices made by students within their own ethnic group.

It was hypothesized that over time students in desegregated classrooms would reflect the heterogeneous composition of their class by developing patterns of association that crossed ethnic lines to a greater degree.

Exhibit 3.22 presents the mean score data by ethnic group and grade level. Subjection of the data to a statistical test of significance yielded "t" scores. These "t" test scores are reported below when changes between the test and retest period were significant at the .05 level or less.

Exhibit 3.22

Sociometric Mean Scores by Ethnic Group and Grade Level

Grade Level and Ethnic Designation	1st Testing N	 $\bar{X}$	Retest N	 $\bar{X}$	Significant "t" Value
3rd Grade					
By Ethnic Group					
SS *	94	3.1	85	3.4	NS**
OW	184	5.9	199	5.3	NS
B	193	6.2	199	5.1	3.05
A	85	4.1	66	2.9	2.18
ONW	55	3.2	50	2.2	2.01

Exhibit 3.22 (Cont'd)

Grade Level and Ethnic Designation	1st Testing N	1st Testing $\bar{X}$	Retest N	Retest $\bar{X}$	Significant "t" Value
6th Grade By Ethnic Group					
SS	103	3.5	60	3.5	NS
OW	240	5.7	209	4.3	4.09
B	215	6.0	199	5.0	2.75
A	116	5.1	111	4.1	2.04
ONW	42	2.4	43	2.2	NS
Combined 3rd, 6th Grade By Ethnic Group					
SS	197	3.3	145	3.4	NS
OW	424	5.8	408	4.8	4.00
B	408	6.0	398	5.0	4.10
A	201	4.7	177	3.7	2.76
ONW	97	2.9	93	2.2	NS

Patterns of association among students at the third and sixth grades, reported in Exhibit 3.22, reveal the average number of peer choices students made within their own ethnic group on repeated administrations of the sociometric questionnaire.

These preliminary findings at the third grade level on the retest indicate that Black (B), Asian (A) and Other Non-White (ONW) students selected peers from their own ethnic group less often, and by inference students from other ethnic groups more often than they did on the first administration of the test.

At the sixth grade level, White (OW), Black (B) and Asian (A) students reveal a similar change in their patterns of association over time, by selecting members of their own ethnic group less often and members of other groups more often. This pattern also held when mean scores from the two grade levels were combined, and the test sample is looked at as a whole.

All of these findings were statistically significant, although in varying degrees. Third grade changes in patterns of association for Black students were significant at the .01 level. Changes for White and Black sixth grade students were also significant at the .01 level, as were mean scores of the combined groups of White, Black and Asian students between the two test periods. All other significant "t" scores reported in Exhibit 3.22 were significant at the .05 level.

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*SS = Spanish Surname
OW = Other White
B = Black
A = Asian (includes Chinese, Japanese, Korean)
ONW = Other Non-White (includes Filipino, American Indian)

**NS = Nonsignificant finding

Further inspection of the data reveals changed patterns of association within groups of students, none of which were statistically significant. However, the direction of change should be noted. The lower mean scores reported on the retest for third grade White (OW) students and sixth grade Other Non-White (ONW) students reflect fewer peer choices from within their own ethnic groups. Mean scores for Spanish Surname (SS) students at both grade levels, however, reveal either no change over time or indicate more rather than fewer within group choices. These differences between groups of students are consistent with findings on the semantic differential self-concept measure reported earlier. It seems more difficult for students of Spanish surname to break their patterns of association to include peers from other ethnic groups than it is for students of other ethnic backgrounds.

Despite these findings for students of Spanish Surname, mean scores for this group range from 3.1 to 3.5. It must be remembered that each student had fifteen (15) possible peer choices to make (three (3) for each of five (5) questions). It may be inferred then, that if students from this group made choices within their own ethnic group on an average of 3.5 times, for example, they were choosing students outside their own group the remaining number of times for a total of fifteen (15) choices when all questions were answered fully. The data may be looked at in this same way for each of the other groups of students as well.

DISCUSSION

Taken as a whole, these preliminary results indicate that third and sixth grade student interaction patterns do cross ethnic lines, and although that tendency increased significantly for most groups during the school year, all students entered desegregated classrooms in the Fall of 1971 with an already strong tendency to interact with each other.

Some important questions still need answering. What is the nature of the interaction patterns between groups? Analysis so far describes only within group patterns. What are the aspects of choice? Are some groups selected more often as work partners, friends or class leaders than other group members? This additional analysis of the data will be provided by Drs. Cox and Schummers, Consultants, from California State University, San Francisco. Although it will provide a further description of patterns of association, causation cannot be inferred. To establish a casual relationship investigation of the classroom climate and the individual teacher as the independent variable would be necessary.

We have established that student interaction patterns in desegregated classes changed for most groups in a positive direction. The question still needs to be asked, however, what strategies, if any, were used to help facilitate this change.

OBJECTIVE #3

To assess parental involvement and attitudinal support for desegregation/integration in the SFUSD.

EVALUATION QUESTION

1. Have parental attitudes toward desegregation/integration changed during the 1971-72 school year?

2. Has the degree of parental involvement in the school community changed during the 1971-72 school year?

PROCEDURES

To assess changes in parental attitudes toward the desegregation of elementary schools, a test-retest survey was administered to parents of third and sixth grade students.

To assess change in the degree of parent participation in the school community, selected questions on the Parent Survey were analyzed. In addition, available data on the number of parents attending parent-teacher conferences, and on the number of parents actively involved in establishing parent councils in each of the school Zones was also analyzed.

Instrument Development

Parent Survey. A questionnaire for parents was developed at the beginning of the project. Areas where information was sought included parental perception of the effect of desegregation on student behavior, learning and peer relationships, attitudes toward school, and parental expectations of and relationship to the school system itself.

A pool of approximately 65 questions culled from the 1971 Gallup Survey on "Public Attitudes Toward Public Schools,"[1] "The Riverside School Study,"[2] the ESAP evaluation staff, and members of an ESAP Citizens Advisory Committee were reviewed. From this initial pool 29 questions were formulated for the administration of the first testing survey. Two additional questions were added to the retest (31), as well as some changes in language emphasis in order to make comparisons between parents' anticipation of the effects of desegregation (first test) and their perception of the actual experience after one school year (retest).

To insure participation of non-English speaking parents in the survey, translations in Chinese and Spanish were made available to each school. (Copies of first testing and retest surveys appended.)

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[1] *Phi Delta Kappan*, September 1971, pp. 33-48.

[2] "Riverside School Study", *Final Narrative Report*, June 1, 1971, Riverside Unified School District.

Reporting Forms. 1. A form was developed for reporting daily activities of Community Liaison Workers from ESAP Component IA and IB by the Evaluation Office. One of the tasks of the Field Workers was to assist in the formation of Zone and Site Councils, and to take attendance and ethnic counts at Zone meetings. Information about involvement of parents in the establishment of Zone and Site Councils was therefore available from the Community Liaison Workers.

2. A reporting form was developed by the Field Instructional Services Division of the San Francisco Unified School District (SFUSD) to gather information on the number of parents representing students at regularly scheduled parent-teacher conferences during the school year. The conference method was substituted in the Fall of 1971 for the more traditional reporting of student progress through the use of report cards. This information was made available to the Evaluation Office for the purpose of further assessing parent involvement in the school community.

Sample

Parent Survey. The sample population for the Parent Survey was limited to the parents of elementary school students in the SFUSD. From this larger population, only parents of third and sixth grade students participated in the survey.

These two grade levels were selected to provide consistency between the parent sample and samples of students and teachers also participating in the assessment of the desegregation/integration process.

The following describes the total number of enrolled third and sixth grade students[1] and the number of first testing and retest surveys sent to schools for distribution to parents.

Exhibit 3.301

Distribution of Parent Surveys

	1st Test Dec. '71	Retest May '72
3rd Grade Enrollment (Students)	5,257	5,360
6th Grade Enrollment (Students)	5,812	5,881
Combined Total Enrollment	11,069	11,241
# Surveys Distributed to Schools	11,304	10,804

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[1] SFUSD Document: Div. of Adm. Stat. Research, Active Enrollment, Spring, 1972

The number of first testing surveys sent to all elementary schools for home distribution was based on an estimate made by the Evaluation staff using available records of pupils reportedly enrolled at the third and sixth grade levels. Retest surveys were distributed to schools based on the estimate of the number needed as determined by each school (reporting form appended). This difference in procedure accounts for the difference in number of surveys sent to schools for first testing and retest periods despite the reported increase in Spring '72 enrollment.

Parent Involvement. No sample of elementary school parents was selected for assessment of parent involvement in the school community. The entire population is considered to be the sample.

DATA REPORTING AND ANALYSIS

Parental Attitudes (Evaluation Question #1)

Parent Survey. The following data, reporting on changes in parental attitudes toward the desegregation/integration process and related matters, compares answers to a survey administered to parents of third and sixth grade students in December 1971 and May 1972.

Although the first test and retest periods were both within the first year of desegregation, the first testing survey questions were designed to explore parental expectations of changes that might occur as a result of desegregation, while the retest was designed to obtain data on parental perceptions of what the actual experience had been.

School staffs were instructed by correspondence in the method of distribution and procedures for return of completed surveys to the Evaluation Office. Although uniform instructions were given, differences in time and method of distribution and return of surveys between schools was unavoidable. Exhibits 3.302 and 3.303 show the total number of returned surveys for the December 1971 and May 1972 test periods, and the ethnic distribution of students District-wide compared to the number of returned May 1972 parent surveys by ethnic group.

Exhibit 3.302

Percent of Returned Test and Retest
Parent Opinion Surveys
3rd and 6th Grades

	Total # Distributed	Total # Returned	% Return
December 1st Test	11,304	5,000	44%
May Retest	10,804	4,477	42%

As indicated above, 44% of all parents of third and sixth grade students in the SFUSD participated in the December survey. The May retest represents the attitudes of 42% of that same total population. The percent of third and sixth grade parents participating in both the December 1971 and May 1972 surveys was 57% of the total number of returned surveys. The inclusion of a retest only group of parents (43% of the total) gives added confidence in the data, as it provides some control over the memory effects of retesting.

Exhibit 3.303

Ethnic Distribution of Returned Retest Parent
Surveys Compared to District-Wide
Distribution of Students

	SS*	OW	B	C	J/K	F	ONW	UNK
Ethnic Distribution of Students District-Wide	13.8	31.9	30.0	13.9	2.1	5.9	2.5	-
Ethnic Distribution of Returned Parent Surveys	9.5	28.5	18.8	14.0	2.5	.44	10.4	12.1

* SS = Spanish Surname
OW = Other White
B = Black
J/K = Japanese/Korean
F = Filipino
ONW = Other Non-White
UNK = Unknown

The distribution of returned retest parent surveys is well within the 15% plus or minus guidelines used by the District as criterion for establishing ethnic balance in the schools. Based on this distribution, it seems fair to say that the report of parent responses presented in this document represents the attitudes of a sampling of all ethnic groups in the school population at the third and sixth grade levels.

Not all questions on the survey will be reported. Those selected for inclusion in this report are those most specifically related to desegregation/integration and its possible effects on parental attitudes toward their children's learning, behavior, peer relationships, safety, and the school system in general.

The test-retest data will be analyzed first by total group to include sub-group data by grade level and language group where appropriate. An analysis by ethnic grouping and parents of bused and non-bused students for the retest only will follow.

In some cases where data lent itself to such manipulation, "t" tests of significance between the first test and retest responses were computed. Significant findings at the .05 level or less will be reported.

As can be seen from the appended copies of the survey itself, respondents were given a choice of answers. However, in the interests of brevity, data from all responses will not always be included.

A distinction should be called to the reader's attention. Data analyzed by language groups refers to responses of parents who returned survey forms in English or translated into Chinese or Spanish. When data is analyzed by ethnic grouping, it refers to the total parent group and the ethnic designation they checked on the cover of the May (retest) survey.

The following Exhibit 3.304 is a comparison of test-retest responses of the total group of parents to selected questions.

Questions are grouped by subject area and responses are summarized to give an indication of the direction and degree of parent attitudes at the time of the first administration of the survey in December 1971 and again in May 1972 at the end of the school year under desegregation.

Exhibit 3.304

Comparison of Test-Retest Responses
For Total Parent Group

PARENTAL CONCERNS WITH DESEGREGATION Subject Area of Questions	1st Test Dec. '71 % Responses	Retest May '72 % Responses	% Difference
a. Better Education			
better for all	36.5	30.9	- 5.6
worse for all	18.9	20.3	+ 1.4
makes no difference	27.7	33.4	+ 5.7
b. Student Behavior			
more problems	42.6	37.1	- 5.5
fewer problems	6.5	13.5	+ 7.0
c. Learning			
more problems	17.9	22.9	+ 5.0
fewer problems	16.3	20.0	+ 3.7
d. Friendship			
more problems	33.8	24.9	- 8.9
no problems	17.7	26.9	+ 9.2
fewer problems	10.3	7.5	- 2.8
e. After School Activities			
no problems	44.0	29.6	- 14.4
don't know	12.4	22.1	+ 9.7
f. Transportation/Safety			
no problems	35.3	29.0	- 6.3
many problems	18.7	16.4	- 2.3
g. Teaching			
more problems	39.8	38.8	- 1.0
fewer problems	7.1	11.3	+ 4.2

Exhibit 3.304 (Cont'd)

Comparison of Test-Retest Responses For Total Parent Group

PARENTAL CONCERNS WITH DESEGREGATION Subject Area of Questions	1st Test Dec. '71 % Responses	Retest May '72 % Responses	% Difference
h. Race Relations			
tensions increase generally	32.3	29.9	- 2.4
tensions decrease generally	17.3	17.5	+ 0.2
makes no difference	34.2	36.2	+ 2.1
i. If Desegregation Begins in Early Grades			
less chance of tension later	47.6	41.9	- 5.7
more chance of tension later	10.4	11.6	+ 1.2
makes no difference	30.7	33.6	+ 2.9

Individual Question Areas.

General Education. In response to the general question of whether children receive a better education in desegregated schools, the first test and retest data for the total group indicates that 5.6% fewer parents held that opinion at the end of the first year of desegregation than they had six months earlier. Further inspection indicates that more parents believed that desegregation itself really made "no difference" in the kind of education their children received.

Behavior. In the area of anticipated and actual behavior problems on the playground or in the classroom, the total group of parents reported on the May 1972 survey "fewer problems" than they had anticipated in December 1971. This was particularly true for Spanish language parents, who moved from 0.0% to 11.8% selecting the response category "fewer problems" with behavior on the retest survey.

Chinese language parents responded in a way that suggests greater uncertainty in this area, as 25.1% more parents checked a "don't know" category on the May 1972 survey. Approximately this same percentage had indicated in the December first test that they had anticipated "no change" in this area as a result of desegregation. When the "more problems" response category is analyzed by language group (English, Spanish, Chinese), we find a 6% increase between December 1971 and May 1972 for Chinese speaking parents; a 5% decrease for the English speaking group, and a 50% decrease for Spanish speaking parents. All of these shifts in attitude were statistically significant.

Learning. To the question of whether desegregation would create more problems with learning, both positive and negative response categories increased in percentages for the total group. Therefore, no clear picture emerges. However, when sub-group data is examined, we find the percent of third grade parents reporting "more problems" increased by 6% compared to 3.2% for sixth grade parents. Chinese language parents selecting this response increased by 8.6%, while Spanish speaking parents decreased by 3.9%. These same parents (Spanish speaking) increased by 10.1% their selection of the "fewer problems" response category on the May 1972 survey.

Friendships and Social Activities. The shift in parent attitudes in this area of concern was statistically significant in a positive direction. Although 33.8% of all parents had anticipated their children would have problems establishing friendships and participating in social activities because of busing, by the end of the school year only 24.9% of all parents reported that there had been such problems. This represents a 8.9% shift to a more favorable attitude in this area of concern.

A corresponding increase is reflected in the 9.2% of parents selecting the "no problems" response. It is particularly interesting to note that sixth grade parent responses in the "more problems" category decreased by 11.6% between the first test and retest periods. A similar change to a more positive response category was true for both Spanish and Chinese speaking parents. The shift for Spanish language parents was to the "fewer problems" category, while Chinese speaking parents shifted to a "don't know" category again revealing their uncertainty about the effects of desegregation.

After-School Activities. Although parent attitudes toward possible problems with friendships in school improved between December 1971 and May 1972, the data reveals that a statistically significant number of parents felt more concerned about problems centered around after-school activities. There was a 14.4% shift to negative responses. When the data is examined by sub-groups of third and sixth grade parents, Spanish and Chinese speaking parents, the negative shift is uniform.

Safety. Parent attitudes toward problems of safety in busing children did not change significantly either in a positive or negative direction between December 1971 and May 1972. A smaller percentage of parents reported "no problems", as did the percent of those reporting "many problems". A higher percentage indicated they "didn't know". The only noticeable difference within groups was for Spanish speaking parents. These parents increased by 11.7% responses in the "no problems" category on the retest.

Teaching. In the area of problems teachers might have teaching children in desegregated schools, parent attitudes changed in a positive direction. There was a statistically significant increase for the total group in the percent of parents indicating there had been fewer problems than anticipated. The major exception was Chinese speaking parents who increased their responses to "more problems" by 2.1%, as well as slightly increasing their choice of the "fewer problems" category.

Ethnic Relations. The two questions regarding parental attitudes toward the effect of desegregation on ethnic group relations can be looked at together. The results of both were statistically significant, although not to the same degree.

In response to the more general question of whether desegregation increases or decreases tensions between groups, parents responded more positively on the retest. This was true in varying degrees for subgroups of third and sixth grade parents, and English, Spanish and Chinese language groups. The greatest statistical significance between the first test and retest on this question was for sixth grade parents.

To the more specific question of whether ethnic group tensions are less likely to develop if children attend desegregated schools throughout their school career, parent attitudes for all groups shifted markedly in a negative direction between the December 1971 and May 1972 test periods. Although the change took place within the group of parents selecting "likelihood of tensions decreased", it was not picked up entirely by the opposite response. Rather, parents responded in higher percentages to either the "makes no difference" or "don't know" categories on the retest. With the exception of the sub-group of sixth grade and Spanish language parents, this shift was statistically significant.

Question Areas Analyzed by Ethnic Group for the Retest Only.

A particular pattern emerged when the data was analyzed by ethnic group for all of the above questions. The following Exhibit 3.305 reports responses of Spanish, White, Black and Chinese parents for the retest only. Keep in mind that this analysis does not compare changes in parent attitudes between the first test and the retest as in Exhibit 3.304, but rather provides an analysis of the attitudinal differences existing between parents of different ethnic groups at the time of the retest in May 1972.

Exhibit 3.305

A Comparison of Retest Responses of Selected Ethnic Groups

PARENTAL CONCERNS WITH DESEGREGATION	SELECTED ETHNIC GROUPS			
Subject Area of Questions	SPANISH	WHITE	BLACK	CHINESE
	N=407	N=1251	N=837	N=619
a. Better Education				
better for all	27.2	22.1	66.7	6.3
worse for all	17.1	24.3	4.1	42.3
no difference	40.5	28.6	18.9	43.9
b. Student Behavior				
more problems	31.6	53.1	13.3	46.5
fewer problems	14.0	6.2	24.8	6.2
no change	32.8	31.0	45.6	14.0
c. Learning				
more problems	21.2	30.0	11.9	30.5
fewer problems	20.0	15.9	36.9	6.7
d. Friendship				
more problems	21.7	37.1	7.8	31.6
fewer problems	10.7	4.1	9.1	5.4
no problems	23.6	22.2	41.7	14.3
e. After School Activities				
no problems	27.5	27.7	46.8	14.0
more problems	15.9	27.9	7.9	20.0
f Transportation/Safety				
no problems	28.0	27.8	43.3	14.4
many problems	21.8	16.4	6.6	28.4

Exhibit 3.305 (Cont'd)

A Comparison of Retest Responses
of Selected Ethnic Groups

PARENTAL CONCERNS WITH DESEGREGATION	SPANISH	WHITE	BLACK	CHINESE
g. Teaching				
more problems	32.2	58.4	14.5	48.6
fewer problems	13.6	4.5	22.9	5.4
no change	33.0	22.5	44.5	22.0
h. Race Relations				
tensions increased	27.5	43.4	13.3	33.4
tensions decreased	14.5	22.6	22.8	7.8
makes no difference	36.1	22.3	49.4	32.7
i. If Desegregation Begins in Early Grades				
less chance of tensions later	29.7	50.0	63.0	19.6
more chance of tensions later	15.4	14.6	4.6	14.5
makes no difference	38.0	25.8	25.6	41.6
j. Friendliness of Other Students Compared to Previous Year				
more	14.5	10.1	16.6	5.1
less	22.9	30.0	9.1	28.4

Inspection of the circled data reveals the extremes of attitudes among parent groups. On every question reported here, Black parents emerge with the most positive attitudes toward the effects of desegregation of the schools. In general, this parent group is paired with Chinese parents who reflect the most negative attitudes toward desegregation.

Chinese and White parents seem to agree more often than not. Note particularly their mutual attitudes toward problems of learning and friendships in desegregated schools.

Although parents are reporting on their children's feelings rather than their own in the question related to the friendliness of peers compared to the previous year, here too the pattern between groups persists.

On the whole, attitudes of Spanish surname parents do not fall into the positive or negative extremes found in the other parent groups. The two exceptions to this pattern are found in the positive responses of this parent group toward friendships made by their children, and their negative attitudes toward the likelihood of tensions being reduced later on if children are brought together in desegregated schools at an early age.

In conclusion, it should be noted that high percentages of parents of all ethnic groups selected "no change" or "no difference" response categories to these questions, indicating they felt desegregation itself did not appreciably affect attitudes or behavior.

Analysis by Transportation Group for the Retest Only.

Certain survey questions were related to the busing of students to achieve desegregation. It was hypothesized that parents of students who rode the buses to school might respond differently to this series of questions than parents of students still assigned to a neighborhood school.

Data of this kind was only available for the May 1972 retest. Therefore, the following Exhibit 3.306 compares the sub-group of parents with children riding the school bus to parents with children walking to school.

Exhibit 3.306

Comparative Retest Responses of Parents of Bused and Non-Bused Students

Question Area	Response Category	Parents of Non-Bused Students N = 2274	Parents of Bused Students N = 2203	% Difference
a. Safety	no problems	20.2	37.7	+ 17.5
	many problems	19.3	13.4	- 5.9
	few problems	29.8	41.3	+ 11.5
b. Friendships	more problems	26.8	23.5	- 3.3
	fewer problems	6.7	8.3	+ 1.6
	no problems	23.5	30.5	+ 7.0
c. After School Activities	more problems	18.3	19.2	+ 0.9
	few problems	15.6	18.3	+ 2.7
	no problems	20.6	34.7	+ 14.1

Analysis of responses to the above questions reveals more positive attitudes of parents of bused students in areas that directly affect them, than parents of non-bused students.

By higher percentages, parents of bused students reported "no problems" in safety, in the developing or maintaining of friendships, or after school activities. When each question is looked at individually, these parents seemed to reveal a realistic attitude toward "safety" as reflected in the high percentage selecting a "few problems" category (41.3%). In the area of after school activities, slightly higher percentages of parents of bused students selected the "more problems" and "few problems" response categories. However, a higher percentage also selected the "no problems" category, making it difficult to interpret the responses to this question.

When responses to these questions are examined by the ethnic designation of parents of bused students, we find the same patterns exist as described earlier. Here too, Black parents reveal the most positive attitudes, while Chinese and White parents reveal the least positive. In some cases, the attitudes of these parent sub-groups are more negative than the attitudes of the total group of parents of either bused or non-bused students.

The following Exhibit 3.307 displays by ethnic group the responses of parents whose children ride the school buses, and compares them to the response of the total group of parents whose children do not ride the school bus. Percentages have been circled to show parental attitudes differing by at least 4.5 percentage points in a negative direction from the attitudes of the non-bused group total. Totals for parents of bused students are also included to further show how the attitudes of Black parents of bused students are, in all cases, more positive than the attitudes of the total group.

Exhibit 3.307

Retest Responses of Total Groups of Parents of
Bused and Non-Bused Students Compared to
Parents of Bused Students by Ethnic Grouping

	Bused Group by Ethnic Grouping % Responding				Non-Bused Group % Responding	Bused Group % Responding
Question Area	SS	OW	B	C	Total	Total
a. Safety						
no problem	34.8	36.7	49.8	20.6	20.2	37.7
many problems	17.4	14.2	6.8	23.9	19.3	13.4
few problems	35.7	44.2	37.7	40.5	29.8	41.3
b. Friendship						
more problems	21.6	38.0	7.8	27.3	26.8	23.5
fewer problems	13.3	5.0	9.7	4.6	6.7	8.3
no problem	25.3	24.4	45.8	15.0	23.5	30.5
c. After School Activities						
more problems	14.5	32.2	7.8	20.1	18.3	19.2
fewer problems	17.2	17.3	14.0	25.8	15.6	18.3
no problem	34.5	31.8	48.9	15.2	20.6	34.7

Parent Responses to General Survey Questions.

The following reported results are responses to questions that deal with general feelings about the first year of desegregation rather than feelings about specific effects of desegregation.

Children at School. When parents were asked how their child had liked school this year, the comparative response for the total group of third and sixth grade parents between December 1971 and May 1972 revealed a slight negative shift. However, when sub-group responses were examined, the negative shift was statistically significant for parents of third grade students and Chinese language parents.

The retest response pattern for ethnic groups remained the same. That is, Black parent patterns were the most positive, while Chinese patterns were the most negative. There was no meaningful difference in over all response to this question between parents of bused and non-bused students, except for a 3% increase in the number of parents of bused students responding "not at all."

How Parents Feel About Desegregation. On both the first test and retest the question of how parents now felt about the desegregation of schools (Question #20) was preceded by a question of how they had felt about the plan when they first heard of it (Question #19). Therefore, these two questions must be looked at together in order to compare remembered feelings about the desegregation/integration plan with feelings about the actual experience.

When the responses to these two questions are compared within the first test survey and again within the retest survey, results for the total group of parents on each survey moved to more favorable attitudes regarding the actual experience than they recalled anticipating.

However, even though the shift was positive within each test, when an analysis was made between first test and retest responses to these two questions, the data revealed more negative responses to the May 1972 retest survey. This shift was statistically significant at the .001 level for all sub-groups of parents, except for sixth grade parents (significant at .05), and the Spanish language sub-group where the shift was non-significant. The change in attitude between the first test and retest responses came when parents reported remembering on the retest more negative attitudes when first hearing about the plan to desegregate the schools than they did on the first test. This resulted in a smaller positive shift to the follow-up question (Question #20) on the retest, and to some degree explains the size of the increase in negative attitudes between the first test and retest periods. Caution seems indicated when interpreting the statistical results, as they are in large part a product of recalled feelings over an increasingly long period of time.

Examination of the retest data by ethnic groups for just the one question of how parents feel about the desegregation of schools now, again revealed opposite attitudes of Black and Chinese parents.

Fifty-four and six tenths (54.6%) percent of Black parents indicated they were "strongly favorable" compared to 3.2% of Chinese parents. Conversely, 7.6% of Black parents indicated they were "strongly opposed" compared to 48.8% of Chinese parents. Exhibit 3.308 compares total test-retest parent responses to this question and retest only responses for Spanish, White, Black and Chinese parents. When the data is displayed in this way, the polar responses of Black and Chinese parents, as well as the negative shift between test periods, is easily seen. The data has been grouped into "favorable" and "opposed" response categories which reveals the general attitudes of parents toward the desegregation of schools at the end of the first year regardless of degree.

Exhibit 3.308

Grouped Data Comparisons of Total Test-Retest Responses
and Retest Only by Ethnic Group

Question Area		% Response			% Diff.	% Response by Ethnic Grouping			
Parental Attitude Toward Desegregation		3rd Grade	6th Grade	Total Group		SS	W	B	C
Favorable Responses	1st Test	48.0	44.8	46.9		-	-	-	-
	Retest	43.1*	41.5**	42.0	- 4.9*	36.2	37.2	76.8	12.2
Opposed Responses	1st Test	39.3	43.1	41.5		-	-	-	-
	Retest	44.4*	45.9**	45.3	+ 3.8*	45.1	53.9	14.2	70.0

* Significant at .001 Level
** Significant at .05 Level

Positive and Negative School Experiences. Three questions were added to the retest survey, and are reported here to give an overview of the kinds of positive and negative experiences parents reported their children had during the first year of desegregation.

Because response categories were not mutually exclusive, the total number of responses reported exceed the number of parents returning the survey. It should be noted that there were more positive response categories checked than negative.

Reported below in Exhibit 3.309 are both positive and negative response categories parents selected. The data is arranged in rank order from most often to least often selected.

Exhibit 3.309

Rank Order of Positive and Negative School Experiences

Rank	Positive Experiences	% Response	Rank	Negative Experiences	% Response
1	Developed Friendships	39.3	1	Difficulty Making Friends	18.1
2	Increased Cultural Knowledge	30.4			
3	Riding the Bus	21.1	2.5	Riding the Bus	17.4
4	Other	14.0	2.5	Other	17.4
5	Better Facilities	11.9	4	Less Individual Attention	17.3
6	More Individual Attention	11.0	5	Poorer Facilities	15.5
	N = 5733 Responses			N = 3845 Responses	

As a high percentage of parents indicated their children had had experiences other than those listed on the survey, these were examined and are reviewed below.

The comments usually related to circumstances at a particular school. Therefore, while some parents reported better teachers, principal, smaller classes, more field trips, after school activities or hot lunches as positive experiences enjoyed by their children during the year, other parents reported the lack of these things at their school as negative experiences. The majority of parents indicating additional negative experiences listed exposure to hostile or aggressive behavior or language, lowered educational standards, and less motivation, competition or individual attention. Those parents who reported additional positive experiences seemed to view many of the same experiences described above as opportunities for growth, and indicated their children were more independent and self confident as they learned how to survive under new circumstances. Examination of the same data by ethnic group provides additional insight into parental feelings.

Exhibit 3.310

Positive and Negative School Experiences by Ethnic Grouping

	Ethnic Group				
Positive Experiences	SS	OW	B	C	Total Group
Developed Friendships	41.4	38.7	49.3	22.8	39.3
Increased Cultural Knowledge	19.8	33.1	38.1	22.1	30.4
More Individual Attention	12.8	9.8	15.0	8.3	11.0
Riding the Bus	18.0	15.9	31.2	18.1	21.1
Better Facilities	11.2	8.1	25.5	5.8	11.9
Other	12.1	21.5	10.1	10.1	14.0
Negative Experiences					
Poorer Facilities	12.8	22.1	7.6	18.9	15.5
Less Individual Attention	14.1	22.3	14.5	14.1	17.3
Difficulty Making Friends	18.4	23.3	8.7	22.6	18.1
Riding the Bus	19.1	13.7	20.8	17.5	17.4
Other	12.8	27.3	14.2	11.4	17.4

When the above data is examined, we find Black parents responding in higher percentages to all categories listed under positive experiences, although they also reported the most negative response to riding the bus. White parents responded in the largest percentages to negative experiences of poorer facilities, less individual attention and difficulty in making friends.

Assessing Desegregation/Integration. The response to one final question on the retest survey provides an over all evaluation of the desegregation/integration effort during the first year. Parents were asked to assign a "grade" to the year's experience. The following Exhibit 3.311 presents the data by selected ethnic group and by parents of bused and non-bused students.

Exhibit 3.311

Assignment of "Grades" to the Desegregation/Integration Effort by Selected Ethnic and Transportation Groups

	% Response					
Response Category	SS	OW	B	C	Bused	Non-Bused
Very Good	8.8	9.9	23.8	1.3	13.2	10.1
Good	15.6	13.3	22.6	7.4	16.4	14.8
Satisfactory	38.1	32.1	44.0	32.2	38.2	35.0
Unsatisfactory	21.2	24.8	6.6	40.2	20.9	23.1
Failed	16.1	19.6	2.8	18.6	11.1	16.9
N =	396	1202	802	579	2007	2021

When percentages within groups of parents are combined and those selecting responses of either Very Good, Good, or Satisfactory are examined we find that 90.4% of all Black parents chose these responses, followed by 62.5% of Spanish surname parents, 55.3% of White parents and 40.9% of Chinese parents.

When responses of transportation groups are examined, 67.8% of parents of bused students chose these response categories compared to 59.9% of parents whose children do not ride the bus.

When response patterns of third and sixth grade parents were examined, no difference was found between them. However, when language groups were compared, Chinese and Spanish speaking parents differed from English speaking parents in the responses they selected. Spanish speaking parents were more positive in their assessment of the desegregation/integration effort, while Chinese speaking parents were more negative. Exhibit 3.312 shows this response pattern.

Exhibit 3.312

Assignment of "Grades" to the Desegregation/Integration Effort By Language Group

Response Category	% Response English	 Spanish	 Chinese	 Total
Very Good	12.2	14.2	1.1	11.6
Good	15.8	21.1	9.5	15.6
Satisfactory	37.6	34.4	24.7	36.6
Unsatisfactory	20.3	17.7	48.2	22.0
Failed	13.9	12.3	16.3	13.9
	N = 3561	203	263	4027

To provide an overall indication of how the total group of sampled parents assessed the first year of desegregation, responses to this question were combined into positive, negative and moderate categories. The data is also divided into parents of bused and non-bused students and displayed in Exhibit 3.313.

Exhibit 3.313

Combined Response Categories by Total and Transportation Groups

Combined Response Categories	Total Group	Parents of Bused Students	Parents of Non-Bused Students
Positive (Very good & Good)	27.2%	29.6%	24.9%
Moderate (Satisfactory)	36.6%	38.2%	35.0%
Negative (Unsatisfactory & Failed)	36.0%	32.0%	39.9%

It is interesting to note that 67.8% of parents of bused students reported that the first year had either been "Very Good," "Good," or at least "Satisfactory." This compared to 63.8% of the total group and 59.9% of parents of non-bused students responding in this way. It would seem that contrary to what might have been expected, parents of bused students by the end of the school year revealed the more favorable attitudes toward desegregation.

Parent Involvement (Evaluation Question #2)

Parent-Teacher Conferences. School site records of parent participation in parent-teacher conferences during specified periods in March 1971, January 1972, and April 1972 were examined to assess the extent of parent participation in this school activity.

A comparison was made of the percent of students represented by at least one adult during three (3) parent-teacher conference periods between March 1971 and May 1972. The following table (Exhibit 3.314) reports those percentages by Zone, primary and intermediate school and conference period.

Exhibit 3.314

Percent of Students Represented by Parents At Parent-Teacher Conferences During Spring 1971 and 1972

		3/71	1/72	4/72
ZONE I				
N=8	Primary Schools	73.5%	80.6%	60.3%
N=6	Intermediate Schools	68.1%	69.2%	53.2%
ZONE II				
N=8	Primary Schools	77.0%	79.3%	71.3%
N=4	Intermediate Schools	59.1%	74.1%	61.1%
ZONE III				
N=11	Primary Schools	73.6%	68.1%	59.4%
N=8	Intermediate Schools	66.6%	63.5%	61.5%
ZONE IV				
N=10	Primary Schools	72.0%	67.7%	66.7%
N=6	Intermediate Schools	59.0%	61.2%	58.2%
ZONE V				
N=11	Primary Schools	76.3%	74.1%	71.9%
N=8	Intermediate Schools	70.6%	77.0%	74.4%
ZONE VI				
N=7	Primary Schools	72.0%	84.3%	86.2%
N=4	Intermediate Schools	75.2%	85.3%	80.0%
ZONE VII				
N=4	Primary Schools	54.0%	67.2%	62.1%
N=5	Intermediate Schools	82.0%	75.2%	66.0%
TOTAL OF ALL ZONES				
N=59	Primary Schools	71.2%	74.4%	68.2%
N=41	Intermediate Schools	68.6%	72.2%	64.9%
N=100	Combined Total	69.9%	73.3%	66.5%

Exhibit 3.314 shows the overall increase in the number of students represented by parents at conferences held in March 1971 (pre-desegregation) and the first conferences held (post-desegregation) in January 1972. A leveling off process took place by the succeeding post-desegregation conference period in April 1972.

When March 1971 and April 1972 data are compared, we find higher percentages of parents participating in conferences in some Zones one year after desegregation. At the Intermediate level percentages were higher in Zones II, V, VI and higher at the Primary level in Zones VI and VII.

Based on these findings it would be difficult to argue that maintenance of neighborhood school attendance patterns was essential for continued parent involvement in school activities. The increase in the overall number of students represented by parents at conferences during the first post-desegregation conference period would indicate that parental interest in their child's progress took precedence over the location of the school.

The decline in the overall percentage of parents representing students at the April 1972 conferences could not solely be attributed then to any inconvenience caused by the school's distance from home. Additional factors should be discussed. Probably of most significance was the 2 1/2 month time period between the Spring '72 conferences. Because of this not all schools felt it necessary to encourage all parents to arrange conferences. At some schools the decision was left to the teacher and the parent to decide whether a conference was needed, while at others telephone contacts were felt sufficient. At all schools progress reports were sent home with students if no conference had taken place. It would also seem reasonable to assume that parents themselves felt less need to meet in conference given such a short time span, thus accounting at least in part for the drop in attendance between the January and April 1972 conference period. Even if inconvenience due to assignment of students out of their immediate neighborhood is assumed to be a major factor in parent participation in schools, the difference between the one year pre-post desegregation percentages is not large, amounting to only a 3.4% reduction in the number of students represented by at least one adult at a scheduled parent-teacher conference.

Zone Councils. During the 1971-72 school year, active parent groups were formed in five Zone areas (Zones II, III, IV, V, VI).

Parent groups such as Mothers Clubs and PTA's were operative at most school sites prior to desegregation in these five Zone areas. However, there were no larger bodies formed which would bring parents together from more than one school. In two other Zones of the School District (I, VII) where desegregation efforts were either planned or implemented the previous year, such large parent groups called Zone Councils had been formed and were operative. During the first year of desegregation, similar representatives from individual school sites were formed in the other five Zones. Evidence of these parent groups working together for mutual goals added a new dimension to the concept of parent participation in the life of the schools.

The following Exhibits 3.315 and 3.316, included as supportive evidence of the existence of newly formed parent groups after desegregation, indicate the number of parents attending selected Council meetings, and information on the status of Zone Councils as of May 1972. The data was collected by Community Liaison Workers charged with facilitating the development of Zone Councils in the effort to organize more effective parent involvement in schools. Additional documentation of the activities of the Councils is on file in the Evaluation Office.

Ethnic data is provided to better assess the degree of integration among parents participating in Zone Councils. In examining Exhibit 3.316 note that the ethnic distribution of parents attending council meetings is compared to the ethnic distribution of students within that Zone, and that in all zones there is a disproportionately high percentage of

Other White delegates or observers at council meetings. This is explained to a large degree by the election of certificated staff from each school to the council. Based on available data, an analysis was made of the number of certificated staff members comprising the Other White category of three Zone Councils. Using the delegate information found in Exhibit 3.315, line c, Zone III, 16 of the 37 Other White delegates or 43% of the total Other White delegates are certificated school staff. In Zone V, 29 of the 62 Other White delegates or 47% are school staff, and in Zone VI 18 of the 33 or 54% of the total Other White delegates are certificated school staff.

Examination of the data with this in mind allows us to make two statements. First, parents are represented across ethnic lines better than it might at first appear, and secondly certificated school staffs, in so far as they are represented in Zone Councils, appear to be predominately Other White. It seems important to emphasize this aspect of the data, so that a distinction can be made between the degree of integration among participating parents and School District certificated staffing patterns.

Exhibit 3.315

Information on Status of Zone Councils

May 1972

ZONE	II	III	IV	V	VI
A. Operative Zone Council	Yes	Yes	Yes	Yes	Yes
B. Regular Meeting Date	Monthly: 1st, 3rd Tuesday	Monthly: 4th Tuesday	Monthly: 1st Wed.	Monthly: 3rd Tuesday	Monthly: 4th Tues.
C. # Elected Delegates and Ethnic* Designation	SS OW B A Tot - 2 2 1 5	SS OW B A Tot 9 35 6 9 59 15% 59% 10% 15% 100%	SS OW B A UNK Tot 6 37 22 1 1 67 9% 55% 33% 1% 1% 100%	SS OW B A UNK Tot 3 62 21 2 2 90 3% 62% 23% 2% 2% 100%	SS OW B A UNK Tot 1 33 12 2 2 50 2% 66% 24% 4% 4% 100%
D. Method of election	Only officers elected Parents vote 1 per 200 students	1 walk-in, 1 bus-in 1 at large parent, 1 teacher per school, 2 principals.	3 parents per school by feeder areas; 1 teacher and 1 Adm. per school	1 delegate per 200 students; 1 teacher, 1 Adm. per school	5 members per school and no more than 5 at large.
E. Adopted Constitution	11/2/71	2/22/72	12/9/71, revised 5/24	5/15/72 (Document incomplete)	1/5/72; revising
F. #Standing Committees (e.g., transportation, safety, communications, budget, curriculum, bylaws)	7	6	7	1	9

*SS = Spanish Surname
OW = Other White
B = Black
A = Chinese, Japanese, Korean, Filipino

Exhibit 3.316

Attendance at Zone Council Meetings
For Time Sample Period April 3 - May 30, 1972
By Zone and Ethnic Grouping

	Meeting Date	SS		OW		B		A		TOTAL ATTENDANCE	
		#	%	#	%	#	%	#	%	#	%
ZONE II	4/4	0		35		4		8		47	
	4/18	0		15		18		5		38	
	5/9	0		17		39		4		60	
	5/30	0		20		2		3		25	
	Attendance Total	0	0	87	51.2%	33	19.4%	20	11.7%	170	100%
SFUSD ZONE PERCENTAGES	**Ethnic** Distribution of Ss*		2.6%		41.2%		32.2%		21.9%		100%
ZONE III	4/25	20		35		10		15		80	
	5/23	10		25		5		25		65	
	Attendance Total	30	20.7%	60	41.4%	15	10.3%	40	27.5%	145	100%
SFUSD ZONE PERCENTAGES	**Ethnic** Distribution of Ss		29.9 %		19.5 %		20.8 %		25.3 %		99.9 %

* Ss = Students

Exhibit 3.316 (Cont'd)

Attendance at Zone Council Meetings

	Meeting Date	SS		OW		B		A		Unknown		Total	
		#	%	#	%	#	%	#	%	#	%	#	%
ZONE IV	4/5	4		44		12		0		0		60	
	5/3	14		46		10		0		0		70	
	5/24	0		54		6		0		0		60	
SFUSD ZONE PERCENTAGES	Attendance Total	18	9.4%	144	75.8%	28	14.8%	0	0%	0	0%	190	100%
	Ethnic Distribution of Ss		22.9%		26.9%		35.6%		11.7%				
ZONE V	4/18	6		47		17		2		9		81	
	5/16	6		36		14		3		6		64	
SFUSD ZONE PERCENTAGES	Attendance Total	12	8.4%	83	57.0%	31	21.0%	5	3.6%	15	10.2%	145	
	Ethnic Distribution of Ss		15.5%		30.9%		37.8%		12.9%				
ZONE VI	4/18	0		81		15		4		0		100	
	5/23	1		43		8		2		0		54	
	Attendance Total	1	.7%	124	80.6%	23	15.0%	6	3.9%	0	0%	154	
	Ethnic Distribution of Ss		4.2%		37.0%		43.2%		14.1%				

Parent Participation in School Related Activities. Data from selected questions on the Parent Survey first test and retest gives further information about the degree of parent involvement in the schools. Comparisons of responses to a general question about parents' possible feelings of isolation from involvement in their child's education due to desegregation and busing (Question #5, Parent Survey appended), shows a significant change in the direction of feelings between the December 1971 and May 1972 test periods.

A 8.9% change in the direction of feeling "more involved" was reported for the total parent population, as well as within the third and sixth grade sub-groups. A t-test of significance was computed on the comparison of responses to this question between the test and retest. The derived t-ratio of 11.06 was significant at the .001 level.

Within language sub-groups this change in a positive direction held true for White parents. However, Spanish speaking parents' responses showed significant changes in the direction of "less involved" feelings. The t-ratio of 5.3 for this sub-group was also significant at the .001 level. No statistically significant overall changes between test and retest periods were reported for Chinese speaking parents, although a large percentage of this parent sub-group did report "less involved" feelings both on the test and retest. There was a percent shift, however, worth drawing attention to. On the first test 48.9% of these parents checked the "less involved" category, while on the retest 41.0% checked this category. This represents a 7.4% reduction in negative feelings. A corresponding increase occurred in the number of parents checking the "don't know" category.

A further analysis was made of this question by extracting responses from the sub-group of parents whose children ride the school buses. This information was available only on the retest, and therefore no comparisons over time could be made.

The following tabled information does seem to indicate that parents of bused students do feel less involved in their children's education when compared to responses of parents whose children still walk to school. Forty-six percent (46.0%) of parents whose children do not use the school bus reported "no change" in their feelings of involvement as compared to 37.5% for bused students' parents. Of that same group 25.9% reported feeling "less involved" compared to 37.0% for parents of bused students.

Exhibit 3.317

Retest Responses for Parents of Bused and Non-Bused Students

Response Categories	Parents of Bused Students % Responding	Parents of Non Bused S's % Responding	% Diff.
Less Involved	37.0	25.9	-11.1
More Involved	16.6	15.5	- 1.1
No Change	37.5	46.0	+ 8.5
Don't Know	8.7	12.4	+ 3.7

Although for the total parent group responses to the question of feeling involved in their child's education shifted in a positive direction between the December 1971 and May 1972 administration of the survey, a more specific question in this area asking parents about their participation in day to day school activities indicated that parents during the year were actually less involved than they had been prior to desegregation.

Exhibit 3.318 compares responses to a question about specific activities of parents at their child's school before and after desegregation (Question #27, Parent Survey appended).

Exhibit 3.318

Parent Involvement in School Activities Before and After Desegregation

1st Test	% of Parents Reporting Involvement in School Activities	% of Parents Reporting No Involvement	% by Grade Level Reporting No Involvement		% by Language Group Reporting No Involvement		
			3rd	6th	Eng.	Sp.	Chinese
1. For 1970-71 Sch. Year	33.6	73.4	72.8	73.4	72.3	89.8	84.1
2. As of Dec. 1972	25.3	78.5	77.3	78.6	77.6	93.2	87.4
Retest							
3. As of May. 1972	24.8	82.0	81.4	82.1	80.1	96.3	95.5
Diff. Bet Lines 1 & 3	Diff. -8.8%	Diff. +8.6%	Diff. +8.6%	Diff. +8.7%	+7.8	+6.5	+11.4

Parents reported an 8.8% decline in participation in school activities between the 1970-71 pre-desegregation school year and the end of the first year of desegregation. Those parents reporting involvement in school activities checked categories such as room mother, classroom aide, library aide, and bus, lunch or yard supervisor.

Close examination of Exhibit 3.318 shows increases in parents reporting "no involvement" for all sub-categories by grade level and language between 1970 and 1972. Least involved parents were those responding to the Spanish translated survey, 96.3%. Chinese speaking parents, however, reported the largest shift in their degree of involvement in school activities between 1970 and 1972, showing an 11.4% increase in the "no involvement" category.

A breakdown of data by ethnic category is available for the retest only, and is shown below in Exhibit 3.319.

Exhibit 3.319

Parent Involvement by Ethnic Group

Questions	Response Categories	% Response by Ethnic Groups								
		SS N=417	OW 1251	B 825	C 616	J/K 107	F 20	ONW 457	UNK 530	Total 4223
(#5) General Question of Feeling Isolated from Child's Education	**Less Involvement**	29.2	38.2	21.6	37.8	33.6	35.0	22.3	31.8	31.4
	More Involvement	14.3	15.3	22.9	8.7	10.2	25.0	17.7	16.6	16.1
	No Change	40.0	41.3	49.2	30.1	46.7	30.0	44.6	43.5	41.8
	Don't Know	16.3	5.0	6.1	23.2	9.3	10.0	15.3	7.9	10.6
(#27) Specific Question of Involvement In Activities at School	Checked 1 or more activities	5.9	29.0	17.0	7.9	17.0	15.0	15.1	17.5	18.0
	No Participation	94.1	71.0	83.0	92.1	83.0	85.0	84.9	82.5	82.0
	N	= 457	1477	917	686	114	20	507	621	4799

The data indicates a range of responses to the general question of feelings about involvement from a high of 38.2% of White parents feeling "less involved", to a low of 21.6% for Black parents responding to this category. The range for "more involved" responses was from a high of 22.9% for Black parents to a low of 8.7% for Chinese parents.

To the more specific question about participating in school activities, White and Spanish surname parents represented extremes in the range of positive and negative responses. Spanish parents reported they participated least, while White parents reported participating most.

DISCUSSION

Parental Attitudes (Evaluation Question #1)

Data from the Parent Survey was analyzed in two ways:
1) an assessment of attitudinal changes by total groups over time, and
2) by sub-group for one test period.

The analysis over time was made by comparing responses to eleven questions on the survey to determine what, if any, changes had occurred in parent attitudes between the first testing in December 1971 and the retest in May 1972.

The questions selected for this comparison were those which dealt with parental concerns over the effects of desegregation/integration on the quality of education, on learning, student and teacher behavior, friendship patterns, after-school activities, ethnic tensions and safety on the buses. Parents also assessed how they felt about the plan to desegregate the schools, and how well their children had liked school during the year.

The analysis of differences between sub-groups for the one test period was made by examining the responses to the same set of questions for Spanish, White, Black and Asian parents and parents of bused and non-bused students.

In examining changes over time, there were a number of important areas where parents reported improved attitudes toward desegregation/integration, indicating that certain concerns they had had toward the beginning of the school year did not in actual practice turn out to be as much a problem as was first feared.

Most notable of these were the following. Parents responded more favorably to the general question of the effect of desegregation on tensions between ethnic groups, indicating in larger numbers that they believed tensions either decreased as a result of desegregation or that it made no appreciable difference.

Parental attitudes toward behavior problems in class or on the playground also improved on the retest. Attitudes toward establishing friendships and participating in social activities in school improved, particularly for parents of sixth grade students, bused students and Spanish and Chinese speaking parents.

Except for Chinese speaking parents, improved attitudes toward possible problems teachers might have in trying to teach the children were also reported. All of these reported positive changes in attitude were statistically significant.

Essentially no change was reported in parent attitudes toward safety on the buses, except for Spanish speaking parents and parents of bused students, who reported improved attitudes in this area.

More negative assessments were made by third grade parents and Chinese speaking parents when reporting on their children's feelings toward school on the May 1972 retest. This negative shift was statistically significant for these two groups. Also, between the test and retest periods, greater numbers of parents held the opinion that desegregation itself did not positively affect their child's education, and that it in fact probably made no difference.

Although as reported earlier, parents responded more favorably on the retest to the question of the effects of desegregation on ethnic tension in general, responses to a more specific question in this area revealed an increased number of parents holding the opinion that tension between ethnic groups was more likely to increase rather than decrease if children attended desegregated schools throughout their school career. This finding was statistically significant for third grade parents.

When possible learning problems were considered, results for the total group were not clear, as selection of both positive and negative responses increased. Analysis of the data for third grade and Chinese speaking parents, however, revealed these parents reported increased problems in this area between the December 1971 and May 1972 test periods. Spanish speaking parents, on the other hand, reported decreased problems for the same time period.

When reporting their own feelings about the desegregation plan, parents indicated that they felt less positive about the desegregation of schools by the end of the first year than they had one semester earlier. However, as pointed out previously, results from this question must be looked at with caution as they represent, to a large degree, a discrepency in remembered feelings between test periods.

Examination of the retest only data for Spanish, White, Black and Chinese parents revealed a consistent response pattern to the same set of questions. Black parents consistently showed the most positive attitudes in all areas of concern compared to any of the other sub-groups, and probably account in large measure for the positive overall changes which were reported. These parents were most often paired with Chinese parents who revealed the most negative attitudes.

When May 1972 test responses were examined for parents of bused and non-bused students, rather surprising results were reported. Parents of bused students revealed more positive attitudes in areas that directly affect their children such as safety, friendships and after-school activities than did parents of non-bused students.

A final question on the May 1972 test asked parents to "grade" the overall desegregation/integration effort for the year. Responses to this question may give a comprehensive appraisal of parental attitudes at the end of the first year. Twenty-seven and two tenths percent (27.2%) of all parents responding to this question (N=4,027) assigned "grades" of either Very Good or Good to the desegregation/integration effort. Thirty-six and six tenths percent (36.6%) assigned a "grade" of Satisfactory, while 35.9% judged the desegregation/integration effort as Unsatisfactory or Failed. Responses to this question also provide an illustration of the differences between sub-groups. For example, 46.4% of Black parents assigned "grades" of Very Good or Good compared to 8.7% of Chinese parents selecting these response categories. Twenty-nine and six tenths percent (29.6%) of parents of bused students selected these same response categories as compared to 24.9% of parents of non-bused students.

To answer the evaluation question "Have parental attitudes toward desegregation/integration changed during the 1971-72 school year?", analysis of the data indicates that changes did occur. Although many parental attitudes could still be characterized as negative or neutral, the majority of significant changes that occurred in parent attitudes during the school year were shifts in a positive direction. Out of a total of thirteen questions where statistical tests of significance were made on comparative responses between the test and retest, three negative shifts in attitudes were statistically significant, four shifts, either in a negative or positive direction were not significant, and six shifts to more positive attitudes were significant.

To provide as complete a picture of parent attitudes as possible, respondents to the retest survey were encouraged to add any comments or statements that would further amplify their feelings about desegregation/integration. A blank page was attached to the survey for this purpose. The comments were read by the Evaluation office staff. Those written in Chinese or Spanish were translated. Comments were then categorized according to grade level and point of view expressed. No attempt will be made here to report on the specific nature of the comments; however, an overview is provided.

The total number of retest surveys returned was 4477. Of these 1761 or approximately 39% of parents elected to make additional comments or statements. The number of parents commenting divided almost equally between the third and sixth grades. However, the comments were not equally divided between positive and negative points of view. Approximately 80% of all comments made were categorized as negative in tone. They are described below in rank order beginning with the most frequently expressed concerns.

Exhibit 3.320

Rank Order of Most Frequently Expressed Negative Comments

Rank Order	Area of Concern
1	Lowering of Learning Standards (Too much review, not enough supplies, no gifted clases, disruptive class climate.)
2	Anti-Busing
3	Integration Not Necessary
4	Safety at School (Fights, stealing, language)
5	Distance from Home for Students (Not enough time for homework, playing, friends not in neighborhood)
6	Safety on Buses (Accidents, delays)
7	Distance from Home for Parents (Can't participate in school activities)

The only major difference between the rank order of comments for third and sixth grade parents was the increased number of comments from third grade parents about the distance school was from home and the problems that posed for their children.

The positive comments parents made were much less specific, and tended to simply reinforce positive feelings about and support for desegregation/integration. They are also categorized and presented below in rank order.

Exhibit 3.321

Rank Order of Most Frequently Expressed Positive Comments

Rank Order	Area of Concern
1	In Favor of Desegregation/Integration
2	In Favor of Busing
3	Children Learned More
4	Exciting Year

Taking into account the analysis of the data just presented and the description of comments made by parents, how much can now be generalized from the survey sample of parents to the rest of the elementary school parent population?

The size of the sample totaling approximately 5000 parents, the fact that these parents often have other children enrolled in the public schools, and at grades other than the third and sixth, the spread of returned surveys across the two grade levels, and across Zones, race, language and transportation groups, permit reasonable confidence in the survey as a fair representation of parent attitudes toward the desegregation/integration process. It would also seem then, that at the very least when generalized, the results provide an indication of the feelings of the total population of San Francisco elementary school parents as well.

Parent Involvement (Evaluation Question #2)

In answer to the evaluation question "has the degree of parental involvement in the school community changed during the 1971-72 school year?" it would seem from the available evidence that the answer is "Yes".

Parent participation in the first parent-teacher conferences after desegregation increased meaningfully in three Zones at both the primary and intermediate levels (I, II, VI); in three other Zones at least one level (IV, V, VII) and decreased at both levels in one Zone (III). At conferences held 2 1/2 months later, patterns continued to change. One Zone, VI, showed continued increased participation in both primary and intermediate schools over pre-desegregation levels, as did three other Zones (II, V, VII), although at only either the primary or intermediate level. Participation in the other Zones decreased to pre-desegregation levels.

As was indicated earlier, the time span between conference periods rather than distance of school from home would seem to be the more significant factor in this decrease.

Parent participation through establishment of Zone Councils provides further evidence of a positive change in the degree of parental involvement in the school community. Available data on five Zone Councils established during the 1971-72 school year reveals that elections took place in each school to select delegates to the Council. Committees formed by the Council indicate that parents were actively concerned and involved with the transportation and safety of their children, school curriculum, school financing, and school district policy. The establishment of the Councils as a vehicle for organized groups of parents to let their views and concerns be known to persons charged with responsibility for their children's welfare increased parental effectiveness in a meaningful way.

It is encouraging to note, however, that a positive shift in parental attitudes did occur between the test and retest periods in this area. Parents reported that by the end of the school year in May 1972 they felt less isolated from involvement in their child's education than they had the previous December.

OBJECTIVE #4

To assess school staff attitudes towards the desegregation/integration program in the San Francisco Unified School District.

EVALUATION QUESTION

Has the implementation of the desegregation/integration plans changed teachers' attitudes toward desegregation?

PROCEDURES

A Teacher Opinion Survey (see Appendix) was developed by the ESAP Evaluation Team and piloted in a number of elementary schools so that input of teachers and site administrators could be considered in the final draft of the survey. The Teacher Opinion Survey was administered to all third and sixth grade teachers, first in December 1971, and again, with minor modifications, in May 1972.

The December survey (first testing) contained three sections--the first two assessing general attitudes toward desegregation/integration (Sections A and B) and the third assessing attitudes toward the four major ethnic groups (Section C). Section C was a semantic differential instrument based on an instrument used by Dr. Jane Mercer in her evaluation of the Riverside Desegregation Program. The May survey (retest) contained the same three sections as the December test, although this time the semantic differential segment became Section D. Section C in the retest was intended to "get teachers' opinions on multi-ethnic curriculum, the availability, use and effectiveness of multi-ethnic materials and how they can be improved." The results of this section are discussed in Chapter 2, Objective 5.

DATA REPORTING AND ANALYSIS

The sample for both the first testing and retest consisted of the 424 third and sixth grade teachers in the San Francisco Unified School District. The first testing response was 77% (N=327), while the retest response was 66% (N=280). On the December 1971 survey 95% of the respondents indicated they were teachers in the San Francisco Unified School District the year before district wide desegregation. On the May 1972 survey 94% indicated they were teachers in the San Francisco Unified School District the year before district wide desegregation. Sixty-seven percent and 69% on the first testing and retest (respectively) indicated they were not transferred to a new school during the first year of desegregation. Twenty-eight percent of the respondents on both testings indicated they had been transferred to a new school site. On the retest teachers were asked the reason for transfer. Fifty percent indicated that the transfer was a result of grade level reorganization, whereas 16% had requested a transfer. Other reasons given were "to achieve racial balance in school staff," "no choice--don't know," "school closed because of earthquake hazard," "program terminated or changed location," "drop in enrollment," "assignments changed (prep teachers, long term subs, etc.), "Madison teachers shifted to Anza."

An attempt was made to determine the grade level and ethnic designation of the retest respondents. Grade level respondents were about evenly divided between third grade (52%) and sixth grade (48%). The ethnic breakdown was as follows:

Exhibit 3.401

Percent Breakdown of Ethnic Groupings
Teacher Opinion Survey May 1972 (Retest)

Ethnic Group	%
Spanish Speaking	2%
Other White	60%
Black	7%
Chinese	4%
Japanese	1%
Filipino	2%
Other Non-White	3%

Unfortunately, it was difficult to draw any conclusions from these figures since a full 20% of the respondents declined to answer this optional question.

Teachers were also asked how they felt about their teaching assignments this year (Exhibit 3.402).

Exhibit 3.402

Percent Response to the Question: "Are you satisfied with your present assignment?"

Response	% 1st Test	% Retest
Yes	80%	78%
No	4%	4%
Somewhat	13%	15%
No Response	3%	3%

It is interesting to note that on both the first testing and the retest 93% of the respondents were at least somewhat satisfied with their assignments and that a year of the desegregation/integration plan had a negligible effect on this level of satisfaction.

Section A. In Section A, the teachers were asked to check the response that most closely reflected their personal feelings about the questions asked. In most cases, the questions on both the first testing and retest were the same, with only slight changes in wording; e.g., "what did you expect to happen?" became "what has happened?" Changes in wording from the first test to the retest are indicated. In each case, an unanswered question was tabulated as "No Response." An "X" in a column of figures indicates that the category did not appear on the survey.

Exhibit 3.403

Percent Response to the Question:
"Do you feel that new staff members
have been well-received by other
staff members at your school?"

Response	% 1st Test	% Retest
Yes	85%	79%
No	6%	5%
(1st Test) Don't know	6%	X
(Retest) Somewhat	X	12%
No Response	2%	4%

As indicated, the "don't know" response was changed to "somewhat" on the retest since it was felt that a person who was unable to answer this question in December would have had enough experience in his school to answer by May.

Exhibit 3.404

Percent Response to the Question:
"Has the issue of desegregation created polarization among staff members at your school?"

Response	% 1st Test	% Retest
Yes	11%	9%
No	67%	72%
(1st Test) Don't know	18%	X
(Retest) Somewhat	X	13%
No Response	4%	6%

Again, the "don't know" response was changed to "somewhat" on the retest. The larger number of "No" responses to this question on the retest may have indicated an amelioration of extreme attitudes held by some teachers at the beginning of the desegregation/integration program.

Exhibit 3.405

Percent Response to the Question:
"Did you expect that you would have more or less difficulty teaching your students as a result of the plan to desegregate?"

Response	% 1st Test
More Difficulty	42%
Less Difficulty	17%
No Change	38%
No Response	3%

Percent Response to the Question:
"Have you had more or less difficulty teaching your students as a result of the plan to desegregate?"

Response	% Retest
More Difficulty	40%
Less Difficulty	20%
No Change	35%
No Response	5%

The results of this question generally indicated that teachers' expectations were borne out by a year's experience with desegregation/integration; there did appear to be a slight positive trend in their attitudes.

Exhibit 3.406

Percent Response to the Question: "What did you expect to happen to your contacts with parents as a result of busing students out of their neighborhoods?"

Response	% 1st Test
Increased Contact	9%
Decreased Contact	68%
No Change	21%
No Response	1%

Percent Response to the Question: "What has happened to your contacts with parents as a result of busing students out of their neighborhoods?"

Response	% Retest
Increased Contact	13%
Decreased Contact	41%
No Change	41%
No Response	5%

The results of this question showed a striking difference between what teachers expected and what actually happened as a result of the implementation of the desegregation/integration plan. On the first test, which was administered before the first-term parent/teacher conferences, there was a span of 47 percentage points between those who felt that desegregation/integration would decrease their chances for parent contact (68%) and those who felt desegregation/integration would not affect their contacts with parents (21%). On the retest, which was administered after both first- and second-term parent conferences, the percentage of teachers who experienced decreased parental contact and those who found no change in parental contact was the same (41%). This fact, coupled with the slight rise (9% to 13%) in those having increased contact with parents, surely suggested that desegregation/integration did not have the deleterious effect on parent-teacher contact which many people had expected. While this last sentence may be true, a 41% decrease of parental contact at retest time is still a serious matter that ought to be looked into.

Exhibit 3.407

Percent Response to the Question: "How do you feel desegregation/integration generally affects the behavior of students in the classroom?"

Response	% 1st Test
Positively Affected	35%
Negatively Affected	28%
No Change	32%
No Response	5%

Percent Response to the Question: "How do you feel desegregation/integration generally has affected the behavior of students in the classroom?"

Response	% Retest
Positively Affected	38%
Negatively Affected	24%
No Change	30%
No Response	8%

Although there was very little difference between responses to this question on the first testing and retest, the combination of an increase of 3% in those who felt classroom behavior was positively affected and a decrease of 4% in those who felt it was negatively affected may indicate a positive trend.

Exhibit 3.408

Percent Response to the Question: "How do you feel desegregation/integration generally affects the behavior of students in school outside the classroom?"

Response	% 1st Test
Positively Affected	27%
Negatively Affected	35%
No Change	30%
No Response	7%

Percent Response to the Question: "How do you feel desegregation/integration generally has affected the behavior of students in school outside the classroom?"

Response	% Retest
Positively Affected	30%
Negatively Affected	34%
No Change	27%
No Response	10%

Again, these results show little change from first testing and while the increase (3%) in those who felt behavior outside the classroom was positively affected increased, the decrease (1%) in those who consider it to be negatively affected was inconclusive.

Exhibit 3.409

Percent Response to the Question:
"How do you feel grade level reorganization (K-3, 4-6) has affected your school?"

Response	% 1st Test	% Retest
Aided Individualization	16%	18%
Aided Curriculum Development	21%	16%
Encouraged Team Teaching	15%	12%
Aided Desegregation	18%	16%
No Effect	17%	7%
Other (Specify)	10%	7%
No Response	4%	6%
Insufficient Range of Grade Level Materials (Retest only)	X	18%

Teachers were asked to check more than one answer to this question if they felt it was necessary. As indicated, an additional category ("insufficient range of grade level materials") was added on the retest, because this response showed up frequently in the "other" category on the first testing. On both the December 1971 and May 1972 surveys, responses in the "other" category fell into the following broad groups:

1. In K-3 schools, children lack older models. Some teachers felt this was good since the younger children were no longer exposed to the bad behavior of older children; conversely, some felt this was bad, since younger children had no good behavior models.

2. In 4-6 schools, grade level reorganization removed the opportunity for older remedial children to work with younger children.

3. Grade level reorganization removed opportunities for older children to tutor younger children.

4. Grade level reorganization created a serious imbalance in supplies and equipment.

5. In 4-6 schools, particularly, behavior problems were intensified.

Two factors stood out when the results were analyzed. First, taken together, the decreases in the three categories "aided curriculum development" (5%), "encouraged team teaching" (3%), and "aided desegregation" (2%), may have signaled a failure to meet some goals of grade level reorganization. Second, it was interesting to note the decrease of 10% in the "no effect" response group.

Exhibit 3.410

Percent Response to the Question: "Are you presently teaching at the same grade level (K-3, 4-6) as last year?"

Response	% 1st Test	% Retest
Yes	65%	63%
No	32%	31%
No Response	3%	6%

Responses at both times indicated that two-thirds of the teachers responding were teaching at the same grade level as the previous year.

Exhibit 3.411

Percent Response to the Question: "How do you feel desegregation/integration affects academic standards?"

Response	% 1st Test	% Retest
Better Education for all Children	37%	37%
Not as Good an Education for any Children	20%	19%
Better Education for Whites, but not for Minority Children	1%	0%
Better Education for Minority Children but not for Whites	18%	19%
Don't Know (1st Test only)	16%	X
Others (Specify) (Retest only)	X	18%
No Response	7%	7%

As indicated, the "don't know" response was deleted from the retest since it was felt that those answering the December 1971 question in this way would have had enough experience with desegregation/integration to allow them to express an opinion in May 1972. The "other" category was added on the retest because a number of first testing respondents gave replies for which no space was provided, such as:

1. Better education for minority children, but not for non-ghetto children.
2. Better education for slow children, but not for bright and/or average children.
3. Better education for Black children, but not for minorities or White children.
4. Better social education for all children, but poorer academic education.
5. Leveling of academic standards.

These results indicated no significant shift in teachers' attitudes concerning the effects of desegregation/integration on academic standards. However, in comparing the comments on the first testing with the comments on the retest, a shift in focus is apparent. On the first testing the teachers seemed more concerned with ethnic grouping, while on the retest they seemed more concerned with the achievement level of the individual child.

Exhibit 3.412

Percent Response to the Question:
"Do you agree with the concept of desegregation/integration?"

Response	% 1st Test	% Retest
Yes	78%	80%
No	10%	9%
Don't Know	9%	X
No Response	4%	11%

As indicated, the "don't know" response was deleted from the retest questionnaire. It is probably significant that an overwhelming percentage of teachers agreed with the concept of desegregation on both the first testing and retest.

Perhaps it is also significant that the attitudinal change reflected in the responses, although small, was in a positive direction.

Exhibit 3.413

Percent Response to the Question: "Do you subscribe to the concept of moving children to achieve desegregation/integration?"

Response	% 1st Test	% Retest
Yes	43%	55%
No	33%	31%
Don't Know	20%	X
No Response	4%	14%

As indicated, the "don't know" response was eliminated on the retest. Close observation of these results revealed a definite positive shift in the attitudes toward busing expressed by the respondents. Significantly, the percentage of respondents declining to express an opinion decreased from 24% (total of "don't know" and "no response") in December 1971 to 14% in May 1972, a difference of 10 percentage points. Simultaneously, the percentage of respondents who subscribe to the theory of moving children increased by 12 percentage points, while those who answered "no" decreased from 33% to 31%.

The preceding questions appeared on both the first testing and retest. The following question was added to Section A of the retest in an attempt to determine teacher' attitudes concerning the over-all conduct of the desegregation/integration program last year.

Exhibit 3.414

Percent Response to the Question: "How do you feel the desegregation/integration effort has gone this year?"

Response	%
Very Well	15%
Well	20%
Satisfactory	38%
Unsatisfactory	14%
Failed	6%
No Response	6%

In addition to rating the desegregation/integration program on the scale above, teachers were also given a space to write comments on this question had they so desired.

Analysis of the responses to this question proved very interesting. At first glance, the respondents seemed to express an overwhelmingly positive attitude toward the desegregation/integration effort, with a total of 73% choosing a "satisfactory" or better response; at the same time, only 20% of the respondents gave negative responses. However, close examination of the comments to this question seemed to show the results in a somewhat different perspective.

Of the 263 teachers who responded to this question, 124 or 47% chose to write comments. Most of these comments (at least 80%) revealed negative attitudes toward the desegregation/integration program, a significant finding in light of the fact that 72% of the comments came from teachers who chose a satisfactory or better response to the first part of the question. The inference here is that many of the respondents who expressed positive attitudes toward the conduct of the desegregation/integration effort were also cognizant of its failures, shortcomings, and areas needing improvement. The comments generally fell into the following broad categories:

1. Increase in disciplinary problems.
2. Problems with busing.
3. Lack of systematic planning for implementation of the desegregation/integration plan.
4. Insufficient preparation of teachers.
5. Effect of desegregation/integration on academic students.
6. Adjustment of teachers and students.
7. Ethnic imbalance in schools and classrooms.
8. Lack of central office support.

Section B. Section B was the same on both the first testing and retest. Teachers were asked to agree or disagree with eight general statements about education, all relating directly or indirectly to the desegregation/integration program.

The combined results are shown in Exhibit 3.415. In tabulating the result, the "Undecided" category was used for responses that fell in between the "Agree" and "Disagree" columns. Unanswered questions were tabulated as "No Response."

Exhibit 3.415

Teacher Opinion Survey - Section B Composite of Dec.'71 and May '72 Tests

		Agree	Disagree	Undecided	N.R.
1. Standards of behavior and discipline should be the same for all children	Dec.'71	67%	28%	2%	3%
	May '72	62%	30%	3%	5%
2. Each child's academic achievement should be graded by the extent to which he is performing to his ability.	Dec.'71	90%	6%	1%	3%
	May '72	91%	6%	1%	3%
3. Children learn best when they are grouped with others of about the same proficiency in a given subject.	Dec.'71	53%	37%	4%	6%
	May '72	46%	42%	7%	6%
4. Learning takes place best when the class is quiet.	Dec.'71	39%	39%	12%	9%
	May '72	39%	39%	22%	10%
5. The public schools should help the minority child to assimilate into American society.	Dec.'71	80%	12%	2%	6%
	May '72	82%	8%	2%	8%
6. In providing equal educational opportunities, integrated schools are more effective than enriched educational programs in segregated schools.	Dec.'71	55%	29%	4%	12%
	May '72	55%	25%	7%	13%
7. Our curriculum needs major revisions if it is to meet the needs of minority children in the integrated classroom.	Dec.'71	67%	26%	1%	6%
	May '72	61%	27%	3%	9%
8. Discussion of racial and ethnic subjects is desirable even in elementary schools.	Dec.'71	93%	5%	1%	2%
	May '72	88%	7%	1%	4%

In developing the survey, four statements dealing with the concept of individualization and the need to recognize individual differences, and statements dealing with the concept of desegregation and integration were included. Let us first consider those statements relating to individualization (statements 1-4 on Exhibit 3.415).

On the first statement, "Standards of behavior and discipline should be the same for all children," there was a 5% decrease (67%

to 62%) in those who agreed, coupled with a 2% increase (28% to 30%) in those who disagreed.

This seemed to indicate a greater willingness to accept individual differences, although almost two-thirds of the teachers still felt that behavior standards should have been the same for all. An overwhelming majority of respondents (90% in December 1971 and 91% in May 1972) agreed with the idea that "Each child's academic achievement should be graded by the extent to which he is performing to his ability." It is interesting to note that, judging from the responses to these two statements, teachers were more willing to allow for individual differences in the area of academic standards than in behavior and discipline standards.

The next statement in this category was "Children learn best when they are grouped with others of about the same proficiency in a given subject." The results showed a 7% decrease (53% to 46%) in "Agrees" along with a 5% increase (37% to 42%) in "Disagrees," again indicating a tendency toward greater acceptance of individualization. The fourth statement in this category was "learning takes place best when the class is quiet," and here we found rather large differences between the results of the December 1971 and May 1972 surveys. The "Disagrees" (39% first test and retest) were essentially the same. However, we noticed that the percentage of those in agreement with the statement decreased by 10 points (39% to 29%), while the percentage of those in the "Undecided" category rose 10 points (12% to 22%). This may indicate a possible increased awareness by teachers on the importance of classroom atmosphere and its pedagogical effects, particularly in an individualized learning setting.

Now let us consider the four statements relating to the concept of desegregation/integration (Questions 5-8 on Exhibit 3.415). The first statement read "The public schools should help the minority child to assimilate into American Society." The percentage of respondents who agreed with this statement was unexpectedly high, rising from 80% in December 1971 to 82% in May 1972; simultaneously, the number disagreeing decreased from 12% to 8%. It should be pointed out that there exists disagreement with the ideology proposing that minority groups should be assimilated into American society. The opposing ideology contends that American society itself should encompass minority groups, thus placing the need for change on the system or structure rather than on the oppressed person. In light of the opposing ideology such results as received from the teacher questionnaire are viewed negatively.

Slightly more than half (55% on both surveys) agreed that "in providing equal educational opportunities, integrated schools are more effective than enriched educational programs in segregated schools." A slight positive trend was indicated by the 4% decrease (29% to 25%) in the "Disagree" category, although there was also a 3% increase (4% to 7%) in those who were undecided.

The third statement in this category was "our curriculum needs major revisions if it is to meet the needs of minority children in the integrated classroom." This time there was an unexpected decrease of

6% (67% to 61%) in the "Agree" responses, accompanied by a slight (1%) decrease in those who disagreed and a 2% increase in those who were undecided.

Finally, teachers were asked to react to the idea that "discussion of racial and ethnic subjects is desirable even in elementary school." An overwhelming percentage of teachers agreed with this statement, although, surprisingly, there was a 5% decrease (from 93% to 88%) in those who did agree.

Taken as a whole, the responses to these four statements indicated an over-all positive attitude toward the concept of desegregation/integration. On the other hand, the differences between the first testing and retest indicated a negative trend.

Section C. Section C (Section D on the retest) was a semantic differential instrument based on an instrument used by Dr. Jane Mercer in her study of the desegregation effort in Riverside, California. Teachers were asked to rate their students from the four major ethnic groups (Spanish Speaking/Surname, White, Black, and Asian) on eight polar adjective pairs using a seven-point scale. The adjective pairs used were: sociable-unsociable; dull-minded-intelligent; difficult to discipline-easy to discipline; patient-impatient; active-passive, excitable-calm; weak-strong; and constrained-free.

The teachers surveyed were very resistant to this section of the survey, and quite a number of those who answered the other sections refused to respond to this one. Many of these teachers justified their refusal on the grounds that they would not stereotype or that each child was an individual and could not be lumped with others. For example, on the first test there were 327 respondents, but 55 (17%) of these declined to answer the semantic differential. On the retest, the rebellion was even greater, with 97 (35%) out of 280 refusing to answer. Consequently, the results reported in this section are based on an N of 272 for the first test and an N of 183 for the retest.

In tabulating the responses, a numerical value of "7" was assigned to each characteristic considered to be positive and a numerical value of "1" was assigned to each negative characteristic. Mean scores for each pair of adjectives were then computed for each ethnic group. A total score for each ethnic group was determined by adding together the mean scores for all the characteristics measured.

These results are reported, along with the differences between the December 1971 and May 1972 surveys, in Exhibit 3.416.

Exhibit 3.416

Teacher Opinion Survey - Composite of Mean Scores for Semantic Differential - 1st Test and Retest

Question	BLACKS			ASIANS			OTHER WHITE			SPANISH		
	1st Test	Re-Test	Diff.	1st Test	Re-Test	Diff.	1st Test	Re-Test	Diff.	1st Test	Re-Test	Diff.
Sociable Unsociable	5.25	5.08	-.17	4.20	4,41	+.21	5.00	5.17	+.17	5.18	5.26	+.08
Dull-minded Intelligent	4.24	4.33	+.09	5.58	5.18	-.40	4.89	4.89	+.02	4.83	4.77	-.06
Easy Discipline Difficult Discipline	2.97	3.27	+.30	5.13	5.68	+.55	4.27	4.63	+.36	4.84	4.91	+.07
Patient Impatient	2.98	3.29	+.31	5.69	5.51	-.18	4.00	4.41	+.41	4.66	4.59	-.07
Active Passive	5.49	5.42	-.07	4.00	3.76	-.24	5.02	4.62	-.40	4.56	4.48	-.08
Excitable Calm	2.59	2.80	+.21	5.35	4.85	-.50	3.74	3.79	+.05	3.63	3.90	+.27
Weak Strong	4.89	4.77	-.12	4.59	4.44	-.15	4.42	4.44	+.02	4.47	4.43	-.04
Constrained Free	5.29	5.07	-.22	3.39	3.43	+.04	4.36	4.35	-.01	4.16	4.18	+.02
Total	33.70	34.03	+.33	37.93	37.26	-.67	35.68	36.30	+.62	36.33	36.52	+.19

A close perusal of the results did not provide any dramatic insight. We did notice that, in three of the four groups, the over-all changes between the two surveys were in a positive direction, perhaps indicating that teachers had a slightly more positive attitude toward these groups (Spanish Speaking/Spanish Surnames, Whites, Blacks) after a year of desegregation/integration. Although the fourth group (Asians) moved in a negative direction on the retest, it is interesting to note that this group received the highest total scores on both tests, indicating that the respondents rate Asian students more highly than others. Black students received the lowest scores on both tests, indicating that this group had the most negative image. Another interesting point emerged from Exhibits 3.417 and 3.418, which provided a composite of the profiles of the ethnic groups. Each group's profile had a rather distinctive shape, indicating that the teachers surveyed did tend to have different attitudes about these four groups, at least on the eight sets of characteristics measured.

Perhaps the most striking aspect of the results of this particular section was the over-all similarity between the attitudes expressed on both the first test and retest. Although some differences were identified, these were always too small to be significant. The conclusion to be drawn from the consistent results is that the desegregation/integration program reinforced, not changed, the attitudes of the teachers sampled.

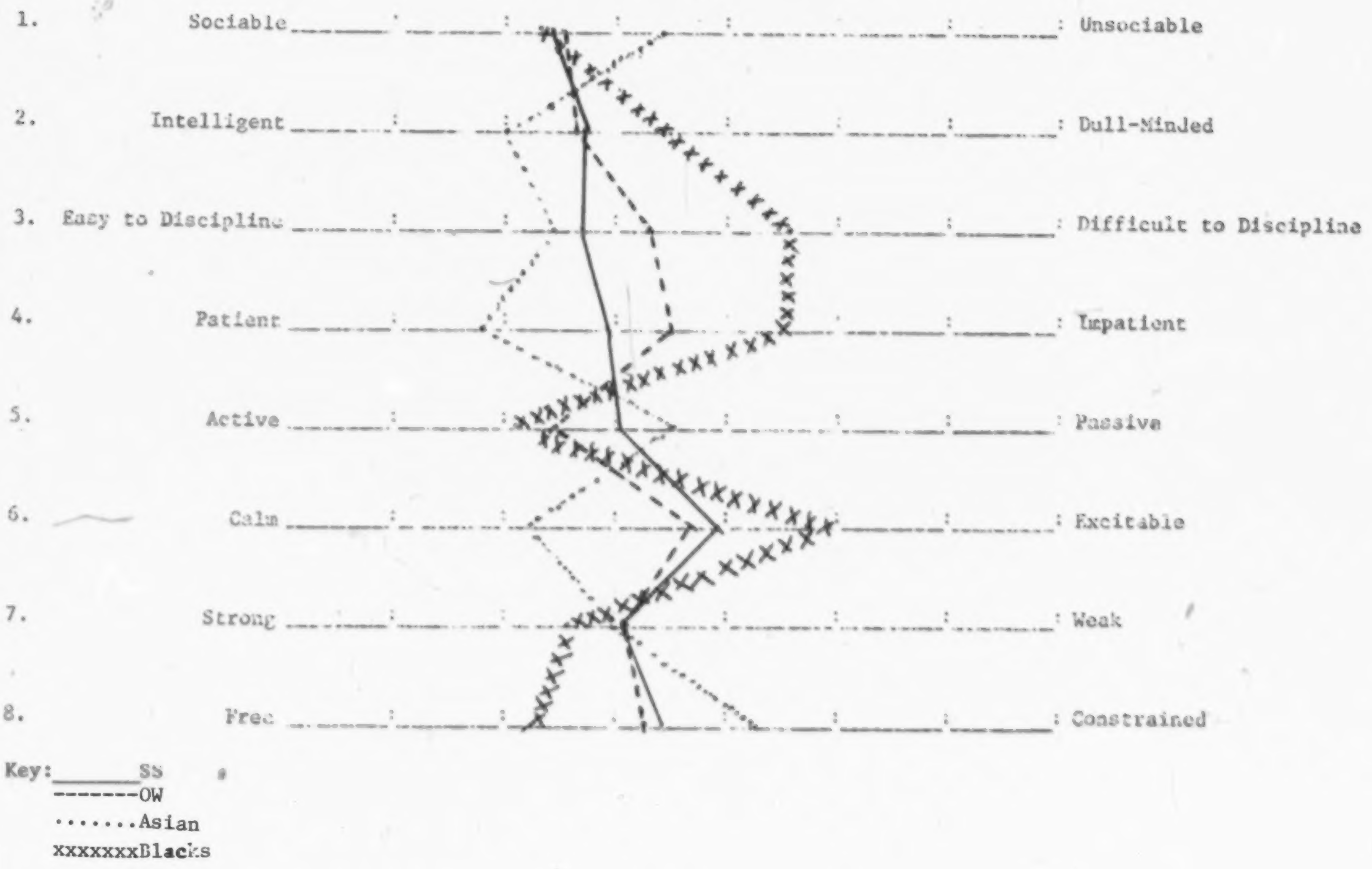
DISCUSSION

In summary, the results of the Teacher Opinion Survey did not provide a definite answer to our evaluation question. In a few cases, apparently significant attitudinal changes were noted. However, these were probably inconclusive, and it would therefore be imprudent to place too much emphasis on them. At best, the Survey alerted us to certain trends in teacher attitudes which can affect future desegregation/integration efforts.

On the whole, teachers seemed generally committed to the concept of desegregation/integration with indications of increasing positive attitudes. At the same time, there was evidence of widespread dissatisfaction with the conduct of the desegregation/integration program in San Francisco. Teachers surveyed were concerned with what they characterize as a lack of systematic planning for desegregation/integration. They were also concerned that the emphasis was merely on achieving ethnic balance in the classroom without making necessary curriculum modifications and improvements to meet the special needs of an integrated student population. Further, the respondents were concerned by increased behavior and discipline problems, especially at the intermediate level. Taken all together, the attitudes expressed on the Teacher Opinion Survey pointed up a distinct need for concentrated inservice to prepare teachers for a multi-ethnic classroom.

Exhibit 3.417

Teacher Opinion Survey
Composite of Mean Scores for all Ethnic Groups
on Semantic Differential - 1st Test



67

Exhibit 3.418

Teacher Opinion Survey
Composite of Mean Scores for all Ethnic
Groups on Semantic Differential - Retest

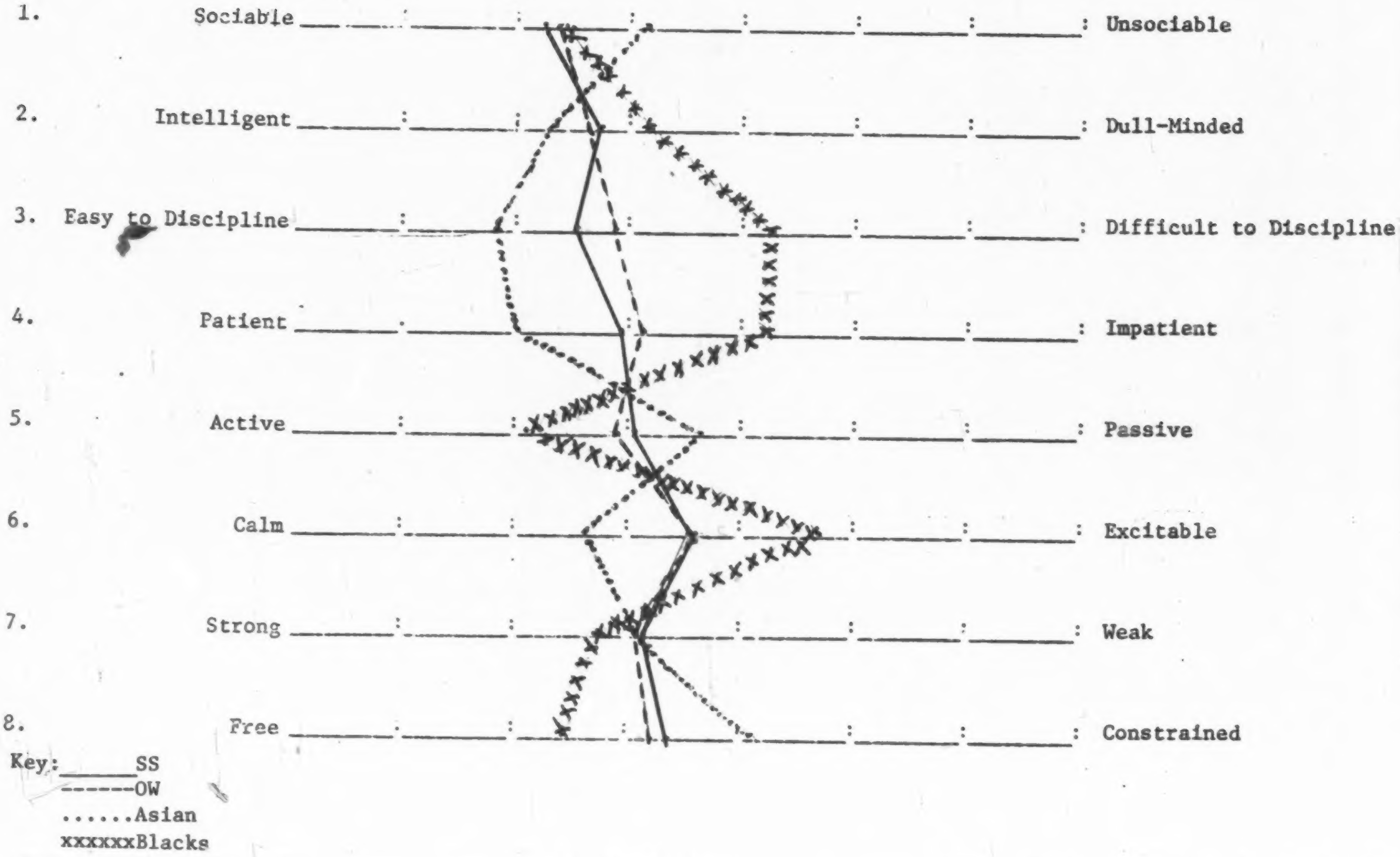
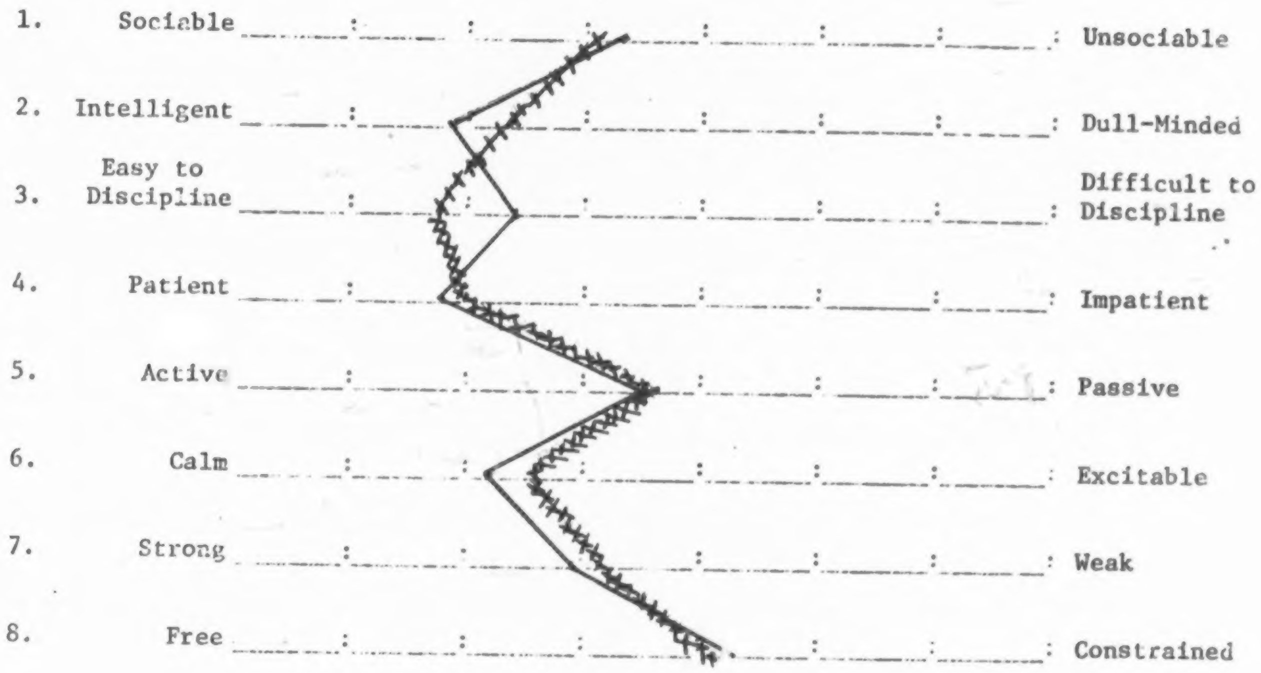


Exhibit 3.419

Teacher Opinion Survey
Composite of 1st Test and Retest
Mean Scores on Semantic Differential
Asians



Key: ______ 1st Test (mean=37.93)
xxxxxx Retest (mean=37.26)
(possible = 56)

Exhibit 3.420

Teacher Opinion Survey
Composite of 1st Test and Retest
Mean Scores on Semantic Differential
Spanish Speaking / Spanish Surname

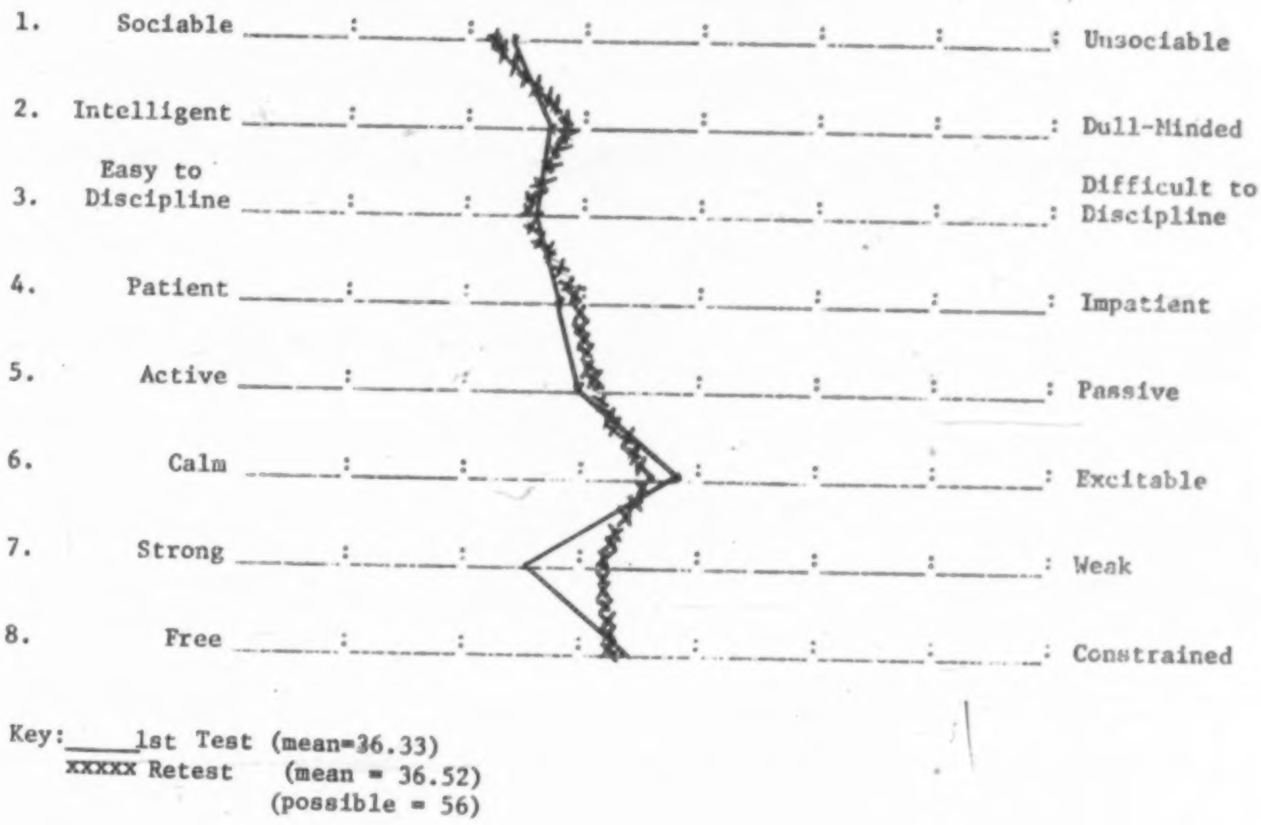
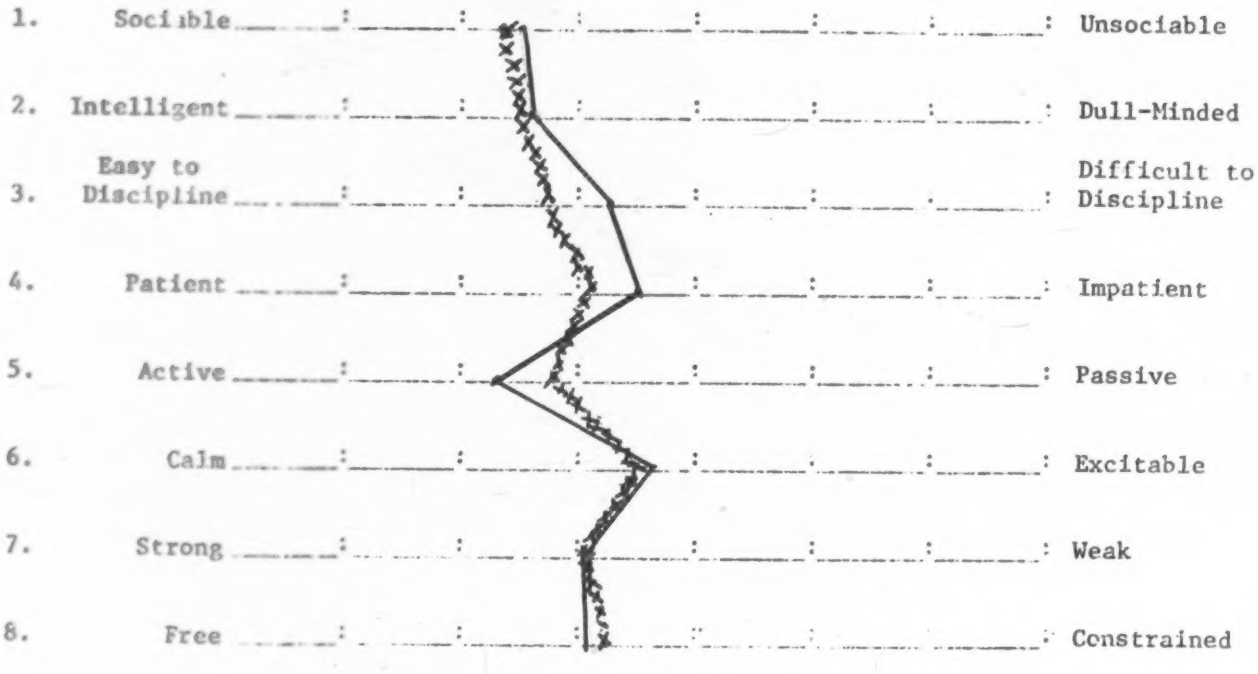


Exhibit 3.421

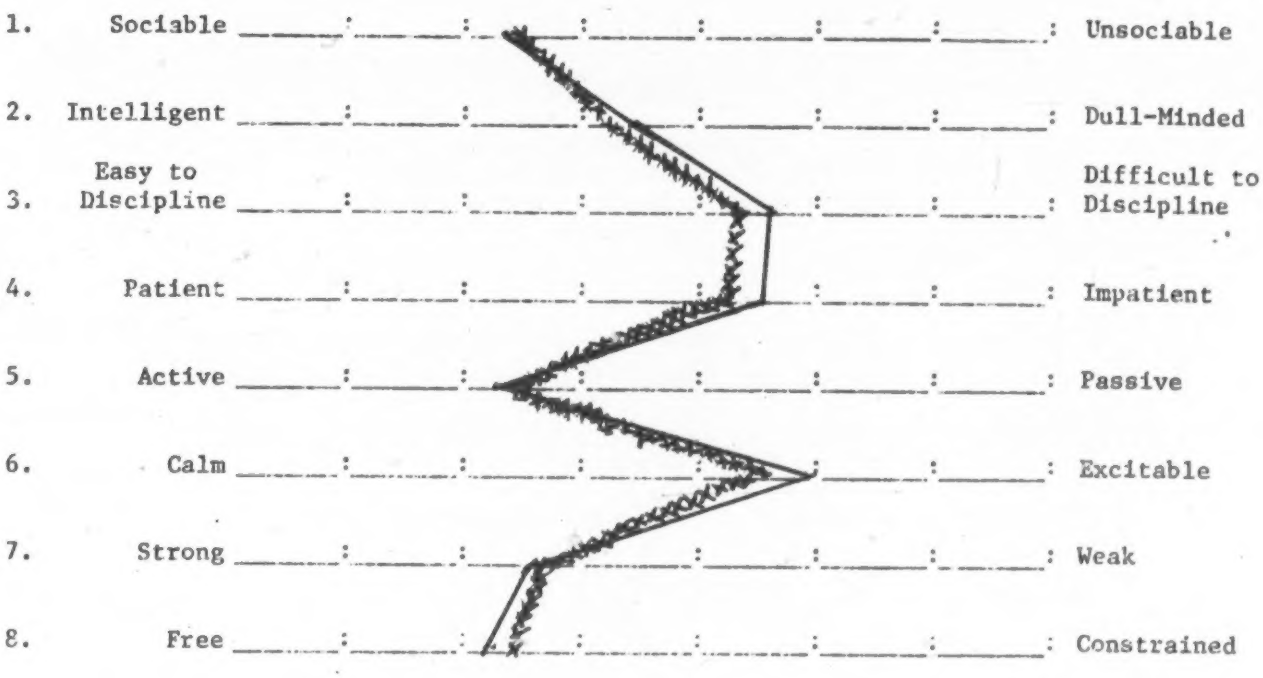
Teacher Opinion Survey
Composite of 1st Test and Retest
Mean Scores on Semantic Differential
Other Whites



Key: ____ 1st Test (mean = 35.68)
xxxxx Retest (mean =36.30)
(possible = 56)

Exhibit 3.422

Teacher Opinion Survey
Composite of 1st Test and Retest
Mean Scores on Semantic Differential
Blacks



Key:_____ 1st Test (mean=33.70)
xxxxx Retest (mean=34.03)
(possible =56)

OBJECTIVE #5

To assess the attitudes of elementary school administrators toward the desegregation/integration program in the SFUSD.

EVALUATION QUESTION

What are the attitudes of elementary school administrators toward the desegregation/integration program of the San Francisco Unified School District?

PROCEDURES

The questionnaire (see Appendix) submitted to all elementary school administrators was prepared by the ESAP Evaluation Office. Of the 151 administrators, 110 or 72% completed the questionnaires.

DATA REPORTING AND ANALYSIS

Exhibit 3.501	Summary of Elementary Administrator Replies
Exhibit 3.502	In your opinion, how important is school desegregation/integration as a means of attaining equalized educational opportunity?
Exhibit 3.503	In your opinion, is busing a satisfactory means of desegregation/integration of pupils?
Exhibit 3.504	In your opinion, how has the grade level organization (K-3, 4-6) in your school affected implementation of desegregation/integration?
Exhibit 3.505	In your opinion, how has the grade level organization (K-3, 4-6) in your school affected morale of staff?
Exhibit 3.506	In your opinion, how has the grade level organization (K-3, 4-6) in your school affected individualization/team teaching?
Exhibit 3.507	In your opinion, how has the grade level organization (K-3, 4-6) in your school affected curriculum development?
Exhibit 3.508	In your opinion, how has the grade level organization (K-3, 4-6) in your school affected multi-ethnic curriculum development/orientation?
Exhibit 3.509	In your opinion, how has the grade level organization (K-3, 4-6) in your school affected new programs, new ideas?

Exhibit 3.510	In your opinion, how has the grade level organization (K-3, 4-6) in your school affected community involvement?
Exhibit 3.511	In your opinion, how does bringing children of different racial ethnic backgrounds together at an early age affect the likelihood of racial tensions between groups later on?
Exhibit 3.512	In your opinion, how does behavior of pupils this year compare with last year in your school?
Exhibit 3.513	How would you rate the morale of your staff at this time?
Exhibit 3.514	In your opinion, have teachers at your school(s) had more difficulty teaching in integrated classrooms?
Exhibit 3.515	In your opinion, how has the implementation affected the level of community participation relative to the number of participants?
Exhibit 3.516	In your opinion, how has the implementation affected the level of community participation relative to the quality of participation
Exhibit 3.517	In your opinion, how do the parents of the children in your school(s) feel toward desegregation?

Exhibit 3.501

Summary of Elementary Administrator Replies

Zone	Primary	Inter-Mediate	Not Indicated	Total
1	1	5	1	7
II	5	3	1	9
III	11	7	2	20
IV	4	3	4	11
V	3	7	1	11
VI	6	4	1	11
VII	2	4	1	7
*Omitted	24	6	4	34
Total	56	39	15	110

Number of Administrators	151
Number of Replies	110
Percent of Replies	72.8%

* Did not say which zone they were assigned

Exhibit 3.502

In your opinion how important is school desegregation/integration as a means of attaining equalized quality education?

Zone	1 Very Important	2	3	4	5 Not Important	No Reply	Total
1	4	2				1	7
11	3	1	3		2		9
III	12	3	2	1	2		20
IV	7	1	2	1			11
V	3	2	2	1	3		11
VI	7	1	1	1	1		11
VI	3	1	1	1	1		7
Omitted	12	6	5	8	2	1	34
Total	51	17	16	13	11	2	110

Exhibit 3.503

In your opinion is busing a satisfactory means of desegregation/integration of pupils?

Zone	1 Very Satisfactory	2	3	4	5 unsatisfactory	No Reply	Total
I	3	2		1		1	7
II	1	2	3	1	2		9
III	4	3	6	3	4		20
IV	1	5	3		2		11
V	2	3	1		4	1	11
VI	3	1	5		2		11
VII	1	2	1		2	1	7
Omitted	3	9	8	7	6	1	34
Total	18	27	27	12	22	4	110

Exhibit 3.504

In your opinion, how has the grade level organization (K-3, 4-6) in your school affected implementation of desegregation/integration?

Zone	1 Very Positively	2	3	4	5	No Reply	Total
I	2	1	2			2	7
II	2	3	2	2			9
III	5	2	8	3	1	1	20
IV	3	1	4	1		2	11
V	1	3	2		3	2	11
VI	3		4			4	11
VII	2	2		1		2	7
Omitted	9	6	12	2	5		34
Zone	27	18	34	9	9	13	110

Exhibit 3.505

In your opinion, how has the grade level organization (K-3,4-6) in your school affected morale of staff?

Zone	1 Very Positively	2	3	4	5	No Reply	Total
I	1	3	1			2	7
II	2	1	3	2	1		9
III	7	4	4	3	2		20
IV	3	2	3	1		2	11
V	4	3	1		1	2	11
VI	5	1	2			3	11
VII	1	2	2			2	7
Omitted	8	5	9	5	7		34
Zone	31	21	25	11	11	11	110

Exhibit 3.506

In your opinion, how has the grade level organization (K-3, 4-6) in your school affected individualization/team teaching?

Zone	1 Very Positively	2	3	4	5	No Reply	Total
I	2	3	1			1	7
II	1	2	4	1	1		9
III	4	5	9	1	1		20
IV	2	3	2	1		3	11
V	1	3	2	1	2	2	11
VI	2	2	3	1		3	11
VII	1	2	2			2	7
Omitted	8	10	8	4	3	1	34
Zone	21	30	31	9	7	12	110

Exhibit 3.507

In your opinion, how has the grade level organization (K-3,4-6) in your school affected curriculum development?

Zone	Very positively	2	3	4	5	No Reply	Total
I	3	3				1	7
II	1	3	2		2	1	9
III	6	5	7		2		20
IV	3	3	2		1	2	11
V	1	4	2	1	1	2	11
VI	2	3	2	1		3	11
VII		4		1		2	7
Omitted	6	11	12	2	2	1	34
Zone	22	36	27	5	8	12	110

Exhibit 3.508

In your opinion, how has the grade level organization (K-3, 4-6) in your school affected multi-ethnic curriculum development/orientation?

Zone	1 Very Positively	2	3	4	5	No Reply	Total
I	3	2	1			1	7
II	2	2	3		2		9
III	7	4	5	1	2	1	20
IV	2	5	2			2	11
V	2	1	2	2	2	2	11
VI	2	3	2	1		3	11
VII		4	1			2	7
Omitted	5	12	10	4	3		34
Zone	23	33	26	8	9	11	110

Exhibit 3.509

In your opinion, how has the grade level organization (K-3, 4-6) in your school affected new programs, new ideas?

Zone	1 Very Positively	2	3	4	5	No Reply	Total
I	3	2	1			1	7
II	2	2	3		1	1	9
III	8	4	4	3	1		20
IV	4	2	2		1	2	11
V	1	4		2	2	2	11
VI	3	1	3	1		3	11
VII	1	3	1			2	7
Omitted	8	9	10	2	3	2	34
Zone	30	27	24	8	8	13	110

Exhibit 3.510

In your opinion, how has the grade level organization (K-3,4-6) in your school affected community involvement?

Zone	1 Very positively	2	3	4	5	No Reply	Total
I	1	3	1			2	7
II	2	1	4		2		9
III	1	2	8	5	3	1	20
IV		3	3	2	1	2	11
V	1	2		1	4	3	11
VI	1	3	1	1	2	3	11
VII		1		2	2	2	7
Omitted	6	5	10	8	5		34
Zone	12	20	27	19	19	13	110

Exhibit 3.511

In your opinion how does bringing children of different racial ethnic backgrounds together at an early age affect the likelihood of racial tensions between groups later on?

Zone	1 Greatly Increased	2	3	4	5 Greatly Decreased	No Reply	Total
I	1		2	1	1	2	7
II	1	2	2	2	2		9
III		2	4	7	7		20
IV			1	6	4		11
V	1		1	2	6	1	11
VI			2	2	5	2	11
VII	1		1	3	2		7
Omitted	1	3	9	7	11	3	34
Total	5	7	22	30	38	8	110

Exhibit 3.512

In your opinion, how does the behavior of pupils this year compare with last year in your school?

Zone	Classroom	1 Very Much Better	2	3	4	5 Very Much Worse	No Reply	Total
I	Out of	2	2	1			2	7
	In	2	1				4	7
II	Out of	2		1	4	1	1	9
	In	2		2	3	1	1	9
III	Out of	4	2	3	8	1	2	20
	In	2	3	5	5	1	4	20
IV	Out of	2	3	4	2			11
	In	2	2	3	1		3	11
V	Out of	1	2	5	2	1		11
	In	1	6	2	1	1		11
VI	Out of	3	1	3	3		1	11
	In	2	2	4	2		1	11
VII	Out of	1	1	2	3			7
	In	1	2	1	3			7
Omitted	Out of	5	7	4	6	11	1	34
	In	4	9	6	7	7	1	34
Total	Out of	20	18	23	28	14	7	110
	In	16	25	23	22	10	14	110

Exhibit 3.513

How would you rate the morale of your staff at this time?

Zone	1 Very High	2	3	4	5 Very Low	No Reply	Total
I		5	2				7
II	2	3	2	1	1		9
III	7	5	4	2	1	1	20
IV	4	3	2	1	1		11
V	3	2	3	1	1	1	11
VI	4	4	1	1		1	11
VII	1	3		1	1	1	7
Omitted	4	10	9	9	1	1	34
Total	25	35	23	16	6	5	110

Exhibit 3.514

In your opinion have teachers at your school(s) had more difficulty teaching in integrated classrooms?

Zone	1 Great Deal More	2	3	4	5 Great Deal Less	No Reply	Total
I	1	1	2	2		1	7
II	2	3	2		2		9
III	6	2	3	3	4	2	20
IV	2	1	2	2	2	2	11
V	1	1	2	2	1	4	11
VI	2	4	3	1	1		11
VII		1	2	4			7
Omitted	5	9	9	5	1	5	34
Total	19	22	25	19	11	14	110

Exhibit 3.515

In your opinion, how has the implementation affected the level of community participation relative to the number of participants?

Zone	1 Greatly Increased	2	3	4	5 Greatly Decreased	No Reply	Total
I		3	2	1		1	7
II	1	1	2	3	2		9
III	2	2	4	6	5	1	20
IV			3	4	4		11
V		2	3	2	3	1	11
VI	1	2	4	2	2		11
VII	1	1		3	2		7
Omitted	6	5	7	9	5	2	34
Total	11	16	25	30	23	5	110

Exhibit 3.516

In your opinion, how has the implementation affected the level of community participation relative to the quality of participation?

Zone	1 Greatly Improved	2	3	4	5 Greatly Decreased	No Reply	Total
I	2	1	2	1		1	7
II	1		2	2	3	1	9
III	4	1	6	4	4	1	20
IV	1	1	4	2	3		11
V		3	2	2	2	2	11
VI	1	2	6	1	1		11
VII		2		3	1	1	7
Omitted	5	6	11	5	5	2	24
Total	14	16	33	20	19	8	110

Exhibit 3.517

In your opinion, how do the parents of the children in your school(s) feel toward desegregation?

Zone	Parents of Children	1 Very Positively	2	3	4	5 Very Negatively	No Reply	Total
I	Bused		5	1			1	7
	Walking		3	1	1		2	7
II	Bused	2	1	2	2	1	1	9
	Walking	1	1	2	2	2	1	9
III	Bused	2	7	5	4	1	1	20
	Walking	5	2	3	6	3	1	20
IV	Bused	2	2	4	2	1		11
	Walking	3	3	3			2	11
V	Bused	1	4	6				11
	Walking	2	1	4	2	1	1	11
VI	Bused	1	2	7	1			11
	Walking	2	4	1	1	2	1	11
VII	Bused	1	2	1	1		2	7
	Walking	1	2	1	1		2	7
Omitted	Bused	3	10	10	6	2	3	34
	Walking	7	6	11	3	4	3	34
Total	Bused	12	33	36	16	5	8	110
	Walking	21	22	26	16	12	13	110

DISCUSSION

In evaluating the Administrator Opinion Survey particular account must be taken of eighteen items which could be tabulated (Exhibits 3.501-3.517). District-wide, eleven of these items elicited positive or very positive responses while four brought negative or somewhat negative responses.

The most positive responses came to six of the seven items dealing with grade level organization (Exhibits 3.504 - 3.509) and to the question of ethnic tensions (Exhibit 3.511). Other generally positive responses came in reply to the question dealing with equalized quality education (Exhibit 3.502), teacher morale (Exhibit 3.513) and parental attitudes toward busing (Exhibit 3.517).

The negative responses dealt with the questions of teacher difficulty in teaching in a desegregated situation (Exhibit 3.514), community participation (Exhibits 3.515 and 3.516) and community involvement in the grade level reorganization plan (Exhibit 3.510).

In examining the administrator responses by zones one must recognize that of the 110 responses, 34 or 31% did not indicate the zone to which they were assigned.

Zone I administrators, in the second year of a desegregation/integration program, had very positive reactions to the survey. Administrators in Zone IV and VI had positive responses as did those in Zone III and VII. Zone V administrators seemed to be rather middle of the road in attitude while administrators in Zone II had very wide ranges of response and more negative responses than those in the other zones.

As previously mentioned in the discussion of district-wide responses, there were generally negative replies in almost all zones to the questions dealing with teacher difficulty in a desegregated situation and community participation in local school activities.

One item in the survey dealt with several factors in promoting quality education in the schools. Supplies, equipment, and paraprofessional and counseling services were mentioned most often and were given the highest priorities. Community involvement and Bilingual/ESL services were mentioned least often and were given the lowest priorities. This can be understood in the latter instance since large numbers of schools did not have significant numbers of pupils requiring this service. There were several expressions of need for librarians and resource teachers.

Many of the administrators made very cogent comments in response to the opinions solicited in the survey. These comments cannot be considered as indicating widespread attitudes, but those that were repeated by several respondents are reported so as to gain some insight into what administrators were thinking.

While many remarked as to the need for equalized educational opportunity, and some spoke of the necessity of socio-economic desegregation and the importance of competent staff, others felt that motivated children were "marking time," that education was equalized at a lower level of expectancy and that several schools were receiving unusually large financial allotments.

Large numbers of administrators felt strongly that busing was the only possible technique available to implement desegregation/integration so long as housing patterns exist as they do. Others objected to the busing program as creating problems, being costly, and because their schools were already desegregated.

Some felt that the K-3, 4-6 grade level organization was a good idea, but others felt that the intermediate grades had a disproportionate number of discipline problems and that the primary schools suffered from the lack of pupil leadership provided by the older children. There were very mixed responses to the question of the comparative behavior of pupils. The smaller classes this year were felt to be beneficial and several responses indicated improved behavior as the year progressed. Others repeated the statement relative to the greater difficulty in teaching the intermediate grades and spoke of their staffs being inadequately prepared to teach "ghetto" children.

Those administrators who spoke of high teacher morale based it on dedication and excellence of staff and grade level reorganization. There were several comments on the continuing improvement of teacher morale as the year progressed. Those administrators who felt teacher morale was low spoke of frustration and overwork increased discipline problems and lack of confidence in the direction from the district's headquarters.

Administrators believed that previous experience had much to do with teaching achievement in an integrated environment. It was felt that many had problems in making the adjustment to the new situation, that some were facing unaccustomed discipline problems not previously encountered and that the wider range of pupils ability was making it more difficult to teach effectively.

The question of community participation brought the most negative reactions from elementary school administrators. While there were some generally positive comments, more felt that both the quantity and quality of community participation had declined. Distance from the school was given as one reason for this, and intermediate schools seemingly suffered from the absence of more interested and more highly motivated primary grade parents.

The question of parental attitude toward desegregation brought forth very mixed and very generalized administrator responses. Many felt that they did not want to speak for the parents of the children in their schools.

One last comment, repeated by several administrators, and perhaps of the greatest significance, was that the educational environment had vastly improved.

CHAPTER 4

STRUCTURAL ASPECTS

GOAL

TO ASSESS THE STRUCTURAL ASPECTS (ETHNIC BALANCE,
ATTENDANCE, ETC.) OF THE SAN FRANCISCO ELEMENTARY SCHOOLS
THROUGH THE DESEGREGATION/INTEGRATION PROGRAM

OBJECTIVE #1

To assess in each SFUSD school the ethnic student balance as compared to the ethnic composition designated by state guidelines.

EVALUATION QUESTION

During the first year of the desegregation/integration program did all the elementary school ethnic enrollments achieve ethnic balance within state guidelines? Similarly, did the seven elementary zones likewise achieve ethnic balance?

Further, did the ethnic percents for the zones and the individual schools show improved balance when compared with the enrollments and percents for 1970-71?

PROCEDURES

The elementary schools reported their ethnic enrollments as of November 12, 1971. This data was compared to the survey conducted the previous year as of September 23, 1970. In both cases the ethnic estimates were determined by the classroom teachers and in no instance was the student questioned as to his or her ethnic background.

The ethnic categories utilized in these surveys were:

SS	Spanish Surname and/or Spanish Speaking
OW	Other White
N/B	Negro/Black
C	Chinese
J	Japanese
K	Korean
AI	American Indian
F	Filipino
ONW	Other Non-White

The comparisons contained in this report detail the ethnic enrollments and percents for the seven zones and all schools and annexes operating in the San Francisco Unified School District during 1971-72.

The enrollments for those schools operating during 1970-71, but closed during 1971-72 are included in the data for the former year.

DATA REPORTING AND ANALYSIS

Exhibit 4.11	Comparison of Ethnic Estimates of Pupils Elementary Division Totals 1970-71 versus 1971-72
Exhibit 4.12	Comparison of Ethnic Estimates of Pupils Elementary Division Zone Summaries 1970-71 versus 1971-72
Exhibit 4.13	Comparison of Ethnic Estimates of Pupils Elementary Division Individual School Reports 1970-71 versus 1971-72
Exhibit 4.14	Elementary School Ethnic Percentages Outside State Guidelines (As of Nov. 12, 1971)

Note: For the 1970-71 school year, ethnic reports for schools with both a main building and annex have been pro-rated to compensate for information received which combined ethnic data from both buildings. 1971-72 ethnic data was available in separate reports from the main building and its annex.

Exhibit 4.11

Comparison of Ethnic Estimates of Pupils
Elementary School Totals
1970-71 versus 1971-72

	SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
1970-71										
PRIMARY	4205	9514	6907	4390	448	72	91	1371	539	27537
%	15.3	34.5	25.1	15.9	1.6	.3	.3	5.0	2.0	100.0
INTERMEDIATE	2228	6541	6223	1824	367	52	56	981	392	18664
%	11.9	35.0	33.3	9.8	2.0	.3	.3	5.3	2.1	100.0
SCHOOLS CLOSED(1)	239	175	622	49	3	1	12	84	49	1234
TOTAL	6672	16230	13752	6263	818	125	159	2436	980	47435
%	14.1	34.2	29.0	13.2	1.7	.3	.3	5.1	2.1	100.0
1971-72										
PRIMARY	3606	7102	7482	2212	370	91	80	1771	604	23318
%	15.5	30.4	32.1	9.5	1.6	.4	.3	7.6	2.6	100.0
INTERMEDIATE	2354	5303	5650	2054	346	55	61	1243	399	17465
%	13.4	30.4	32.4	11.8	2.0	.3	.3	7.1	2.3	100.0
TOTAL	5960	12405	13132	4266	716	146	141	3014	1003	40783
%	14.6	30.4	32.2	10.5	1.8	.3	.3	7.4	2.5	100.0
NET CHANGE ELEMENTARY SCHOOLS TOTAL										
ENROLLMENT	-712	-3825	-620	-1997	-102	+21	-18	+578	+23	-6652
PERCENTAGE POINT	+.5	-3.8	+3.2	-2.7	+.1	-	-	+2.3	+.4	-
ENROLLMENT PERCENTAGE CHANGE (2)	-10.7	-23.6	-4.5	-31.9	-12.5	+16.8	-11.3	+23.7	+2.3	-14.0

(1) Schools operating during 1970-71 which are closed in 1971-72.

(2) Enrollment change expressed as a percent of 1970-71 enrollments in all ethnic categories.

Exhibit 4.12

Comparison of Ethnic Estimates of Pupils
Elementary School Zone Summaries
1970-71 versus 1971-72

	SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
ZONE I **1970-71**										
PRIMARY	96	1095	1034	619	207	22	10	125	56	3264
%	2.9	33.6	31.7	19.0	6.3	.7	.3	3.8	1.7	100.0
INTERMEDIATE	96	1239	473	610	197	15	4	134	49	2817
%	3.4	44.0	16.8	21.7	7.0	.5	.1	4.8	1.7	100.0
TOTAL	192	2334	1507	1229	404	37	14	259	105	6081
%	3.2	38.4	24.8	20.2	6.6	.6	.2	4.3	1.7	100.0
1971-72										
PRIMARY	75	984	877	657	170	25	3	166	50	3001
%	2.5	32.8	29.2	21.7	5.7	.8	.1	5.5	1.7	100.0
INTERMEDIATE	70	858	630	636	164	20	2	123	44	2547
%	2.8	33.7	24.7	25.0	6.4	.8	.1	4.8	1.7	100.0
TOTAL	145	1842	1507	1287	334	45	5	289	94	5548
%	2.6	33.2	27.2	23.2	6.0	.8	.1	5.2	1.7	100.0
ZONE II 1970-71										
PRIMARY	95	1233	803	897	31	4	12	67	65	3207
%	3.0	38.4	25.0	28.0	1.0	.1	.4	2.1	2.0	100.0
INTERMEDIATE	109	943	644	215	40	6	14	29	64	2061
%	5.3	45.8	31.1	10.4	1.9	.3	.7	1.4	3.1	100.0
TOTAL	204	2176	1444	1112	71	10	26	96	129	5268
%	3.9	41.3	27.4	21.1	1.3	.2	.5	1.8	2.5	100.0
1971-72 PRIMARY	71	1066	865	334	32	15	7	120	52	2562
%	2.8	41.6	33.8	13.0	1.2	.6	.3	4.7	2.0	100.0
INTERMEDIATE	49	802	591	382	27	8	7	75	23	1964
%	2.5	40.8	30.1	19.4	1.4	.4	.4	3.8	1.2	100.0
TOTAL	120	1868	1456	716	59	23	14	195	75	4526
%	2.6	41.3	32.2	15.8	1.3	.5	.3	4.3	1.7	100.0

Exhibit 4.12 (Cont'd)

Comparison of Ethnic Estimates of Pupils
Elementary School Zone Summaries
1970-71 versus 1971-72

	SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
ZONE III										
1970-71										
PRIMARY	1450	1086	1009	2239	16	7	23	205	112	6147
%	23.6	17.7	16.4	36.4	.3	.1	.4	3.3	1.8	100.0
INTERMEDIATE	690	900	844	478	9	6	15	281	86	3309
%	20.8	27.2	25.5	14.4	.3	.2	.5	8.5	2.6	100.0
ZONE SCHOOLS CLOSED	221	92	101	21	0	1	11	60	41	548
TOTAL	2361	2078	1954	2738	25	14	49	546	239	10004
%	23.6	20.8	19.5	27.4	.2	.1	.5	5.5	2.4	100.0
1971-72										
PRIMARY	1478	929	1030	707	12	9	24	453	150	4792
%	30.8	19.4	21.5	14.8	.2	.2	.5	9.5	3.1	100.0
INTERMEDIATE	914	629	633	516	7	6	21	313	164	3203
%	28.5	19.6	19.8	16.1	.2	.2	.7	9.8	5.1	100.0
TOTAL	2392	1558	1663	1223	19	15	45	766	314	7995
%	29.9	19.5	20.8	15.3	.2	.2	.6	9.6	3.9	100.0
ZONE IV										
1970-71										
PRIMARY	1032	1958	851	155	41	12	7	299	100	4455
%	23.2	44.0	19.1	3.5	.9	.3	.1	6.7	2.2	100.0
INTERMEDIATE	582	669	1805	98	16	1	7	137	59	3374
%	17.3	19.8	53.5	2.9	.5		.2	4.1	1.7	100.0
TOTAL	1614	2627	2656	253	57	13	14	436	159	7829
%	20.6	33.6	33.9	3.2	.7	.2	.2	5.6	2.0	100.1
1971-72										
PRIMARY	860	994	1257	95	25	1	13	288	111	3644
%	23.6	27.3	34.5	2.6	.7		.4	7.9	3.0	100.0

Exhibit 4.12 (Cont'd)

Comparison of Ethnic Estimates of Pupils
Elementary School Zone Summaries
1970-71 versus 1971-72

	SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
INTERMEDIATE	569	685	967	135	23	3	5	163	56	2606
%	21.8	26.3	37.1	5.2	.9	.1	.2	6.3	2.1	100.0
TOTAL	1429	1679	2224	230	48	4	18	451	167	6250
%	22.9	26.8	35.6	3.7	.7	.1	.3	7.2	2.7	100.0
ZONE V										
1970-71										
PRIMARY	952	2488	1203	272	68	14	18	353	104	5472
%	17.4	45.5	22.0	5.0	1.2	.3	.3	6.4	1.9	100.0
INTERMEDIATE	584	1257	1751	139	26	8	11	226	77	4079
%	14.3	30.8	42.9	3.4	.6	.2	.3	5.6	1.9	100.0
ZONE SCHOOL CLOSED	14	3	460	21	0	0	0	13	7	518
TOTAL	1550	3748	3414	432	94	22	29	592	188	10069
%	15.4	37.2	33.9	4.3	.9	.2	.3	5.9	1.9	100.0
1971-72										
PRIMARY	809	1595	1823	171	24	10	15	403	145	4995
%	16.2	31.9	36.5	3.4	.5	.2	.3	8.1	2.9	100.0
INTERMEDIATE	521	1051	1413	145	35	3	17	314	74	3573
%	14.6	29.4	39.5	4.0	1.0	.1	.5	8.8	2.1	100.0
TOTAL	1330	2646	3236	316	59	13	32	717	219	8568
%	15.5	30.9	37.8	3.7	.7	.1	.4	8.4	2.5	100.0
ZONE VI										
1970-71										
PRIMARY	241	1114	960	112	65	4	4	87	36	2623
	9.2	42.5	36.6	4.3	2.5	.1	.1	3.3	1.4	100.0
INTERMEDIATE	48	625	543	90	38	4	1	79	14	1442
%	3.3	43.3	37.7	6.2	2.6	.3	.1	5.5	1.0	100.0
TOTAL	289	1739	1503	202	103	8	5	166	50	4065

Exhibit 4.12 (Cont'd)

Comparison of Ethnic Estimates of Pupils
Elementary School Zone Summaries
1970-71 versus 1971-72

	SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
%	7.1	42.8	37.0	5.0	2.5	.2	.1	4.1	1.2	100.0
1971-72										
PRIMARY	90	821	855	96	71	17	2	113	43	2108
%	4.3	38.9	40.6	4.5	3.4	.8	.1	5.4	2.0	100.0
INTERMEDIATE	74	613	817	93	55	3	0	95	14	1764
%	4.2	34.7	46.3	5.3	3.1	.2	.0	5.4	.8	100.0
TOTAL	164	1434	1672	189	126	20	2	208	57	3872
%	4.2	37.0	43.2	4.9	3.2	.5	.1	5.4	1.5	100.0
ZONE VII										
1970-71										
PRIMARY	339	540	1047	96	20	9	17	235	66	2369
%	14.3	22.8	44.2	4.1	.8	.4	.7	9.9	2.8	100.0
INTERMEDIATE	119	908	166	194	41	12	4	95	43	1582
%	7.5	57.4	10.5	12.2	2.6	.8	.3	6.0	2.7	100.0
ZONE SCHOOL CLOSED	4	80	61	7	3	0	1	11	1	168
TOTAL	462	1528	1274	297	64	21	22	341	110	4119
%	11.2	37.1	30.9	7.2	1.6	.5	.5	8.3	2.7	100.0
1971-72										
PRIMARY	223	713	775	158	36	14	16	228	53	2216
%	10.1	32.2	35.0	7.1	1.6	.6	.7	10.3	2.4	100.0
INTERMEDIATE	157	665	599	147	35	12	9	160	24	1808
%	8.7	36.8	33.1	8.1	1.9	.7	.5	8.9	1.3	100.0
TOTAL	380	1378	1374	305	71	26	25	388	77	4024
%	9.4	34.2	34.1	7.6	1.8	.7	.6	9.7	1.9	100.0

Exhibit 4.13

Comparison of Ethnic Estimates of Pupils
Elementary School Individual School Reports
1970-71 versus 1971-72
Zone I

PRIMARY		SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
Alamo	'70-'71*	17	298	116	131	72	2	0	22	4	662
	%	2.6	45.0	17.5	19.8	10.9	.3	.0	3.3	.6	100.0
	'71-'72	19	184	141	90	44	9	0	23	9	519
	%	3.7	35.5	27.2	17.3	8.5	1.7	.0	4.4	1.7	100.0
A.Jackson	'70-'71	5	83	82	63	19	1	2	24	11	290
	%	1.7	28.6	28.3	21.7	6.6	.3	.7	8.3	3.8	100.0
	'71-'72	4	106	97	73	21	1	0	38	0	340
	%	1.2	31.2	28.5	21.5	6.2	.3	.0	11.2	.0	100.1
Argonne	'70-'71	19	181	81	119	35	2	1	13	9	460
	%	4.1	39.4	17.6	25.9	7.6	.4	.2	2.8	2.0	100.0
	'71-'72	8	109	87	112	19	0	0	13	3	351
	%	2.3	31.1	24.8	31.9	5.4	.0	.0	3.7	.9	100.1
F.McCoppin	'70-'71	10	136	79	132	33	5	2	33	14	444
	%	2.3	30.6	17.8	29.7	7.4	1.1	.5	7.4	3.2	100.0
	'71-'72	18	122	136	114	18	2	0	35	14	459
	%	3.9	26.6	29.6	24.8	3.9	.4	.0	7.6	3.1	99.9
G.Peabody	'70-'71	23	127	46	79	15	7	1	14	12	324
	%	7.1	39.2	14.2	244	4.6	2.2	.3	4.3	3.7	100.0
	'71-'72	4	115	80	82	9	5	1	20	9	325
	%	1.2	35.4	24.6	25.2	2.8	1.5	.3	6.2	2.8	100.0
Golden Gate	'70-'71	2	7	533	2	0	0	0	3	2	549
	%	.4	1.3	97.0	.4	.0	.0	.0	.5	.4	100.0
	'71-'72	7	145	184	60	28	2	2	19	3	450
	%	1.6	32.2	40.9	13.3	6.2	.4	.4	4.2	.7	99.9
Sutro (1)	'70-'71	1.4	17.6	64	62	22	3	3	10	3	357
	%	3.9	49.3	17.9	17.4	6.2	.8	.8	2.8	.8	99.9

*1970-71 data is for the then current grade organization, in almost all cases, grades K through six, and is not corrected for busing.

(1) 1970-71 data is for 3/4 of Sutro Main and Annex (see p. for explanation).

Exhibit 4.13 (Cont'd)

Comparison of Ethnic Estimates of Pupils
Elementary School Individual School Reports
1970-71 versus 1971-72
Zone I

		SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
	'71-'72	10	139	117	101	18	5	0	16	10	416
	%	2.4	33.4	28.1	24.3	4.3	1.2	.0	3.8	2.4	99.9
Sutro Annex (2)	'70-'71	6	87	33	31	11	2	1	6	1	178
	%	3.4	48.9	18.5	17.4	6.2	1.1	.6	3.4	.6	99.1
	'71-'72	5	64	35	19	13	1	0	2	2	141
	%	3.5	45.4	24.8	13.5	9.2	.7	.0	1.4	1.4	99.9
PRIMARY TOTAL	'70-'71	96	1095	1034	619	207	22	10	125	56	3264
	%	2.9	33.5	31.7	19.0	6.3	.7	.3	3.8	1.7	100.0
	'71-'72	75	984	877	651	170	25	3	166	50	3001
	%	2.5	32.8	29.2	21.7	5.7	.8	.1	5.5	1.7	100.0
INTERMEDIATE											
Anza	'70-'71	14	136	111	135	32	1	0	11	1	441
	%	3.2	30.8	25.2	30.6	7.3	.2	.0	2.5	.2	100.0
	'71-'72	13	113	125	84	29	2	0	11	2	379
	%	3.4	29.8	33.0	22.2	7.7	.5	.0	2.9	.5	100.0
Cabrillo	'70-'71	11	143	65	110	31	2	1	17	5	385
	%	2.9	37.1	16.9	28.6	8.1	.5	.2	4.4	1.3	100.0
	'71-'72	6	111	99	109	19	3	0	24	16	387
	%	1.6	28.7	25.6	28.2	4.9	.8	.0	6.2	4.1	100.1
F. K. Key	'70-'71	37	424	63	48	25	1	2	41	21	662
	%	5.6	64.0	9.5	7.2	3.8	.2	.3	6.2	3.2	100.0
	'71-'72	15	184	119	104	19	1	2	33	7	484
	%	3.1	38.0	24.6	21.5	3.9	.2	.4	6.8	1.4	99.9
Geary	'70-'71	4	108	45	47	28	1	1	8	3	245
	%	1.6	44.1	18.4	19.2	11.4	.4	.4	3.3	1.2	100.0
	'71-'72	6	99	74	71	16	0	0	6	3	275

(1) 1970-71 data is for 1/4 of Sutro Main and Annex.

Exhibit 4.13 (Cont'd)

Comparison of Ethnic Estimates of Pupils
Elementary School Individual School Reports
1970-71 versus 1971-72

Zone I

		SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
	%	2.2	36.0	26.9	25.8	5.8	.0	.0	2.2	1.1	100.0
Lafayette	'70-'71	21	255	102	141	59	6	0	29	10	623
	%	3.4	40.9	16.4	22.6	9.5	1.0	.0	4.6	1.6	100.0
	'71-'72	19	229	134	171	64	11	0	36	11	675
	%	2.8	33.9	19.9	25.3	9.5	1.6	.0	5.3	1.6	99.9
Madison	'70-'71	9	173	87	129	22	4	0	28	9	461
	%	1.9	37.5	18.9	28.0	4.8	.9	.0	6.1	1.9	100.0
	'71-'72	11	122	79	97	17	3	0	13	5	347
	%	3.2	35.2	22.8	28.0	4.9	.9	.0	3.7	1.4	100.1
INTERMEDIATE TOTAL	'70-'71	96	1239	473	610	197	15	4	134	49	2817
	%	3.4	44.0	16.8	217	7.0	.5	.1	4.8	1.7	100.0
	'71-'72	70	858	630	636	164	20	2	123	44	2547
	%	2.8	33.7	24.7	25.0	6.4	.8	.1	4.8	1.7	100.0
ZONE TOTAL	'70-'71	192	2334	1507	1229	404	37	14	259	105	6081
	%	3.2	38.4	24.8	20.2	6.6	.6	.2	4.3	1.7	100.0
	'71-'72	145	1842	1507	1287	334	45	5	289	94	5548
	%	2.6	33.2	27.2	23.2	6.0	.8	.1	5.2	1.7	100.0

Exhibit 4.13 (Cont'd)

Comparison of Ethnic Estimates of Pupils
Elementary School Individual School Reports
1970-71 versus 1971-72
Zone II

PRIMARY		SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
Emerson	'70-'71	3	13	293	2	5	0	0	8	0	324
	%	.9	4.0	90.4	.6	1.6	.0	.0	2.5	.0	100.0
	'71-'72	8	75	90	31	3	0	0	7	1	215
	%	3.7	34.9	41.9	14.4	1.4	.0	.0	3.3	.5	100.1
Garfield	'70-'71	10	49	2	368	0	0	0	2	1	432
	%	2.3	11.3	.5	85.2	.0	.0	.0	.5	.2	100.0
	'71'72	6	113	60	72	0	0	0	21	3	275
	%	2.2	41.1	21.8	26.2	.0	.0	.0	7.6	1.1	100.0
Hancock	'70-'71	11	62	36	282	3	0	0	5	5	404
	%	2.7	15.4	8.9	69.8	.8	.0	.0	1.2	1.2	100.0
	'71-'72	8	139	132	81	3	1	0	5	11	380
	%	2.1	36.6	34.7	21.3	.8	.3	.0	1.3	2.9	100.0
John Swett	'70-'71	8	16	271	0	1	0	0	14	3	313
	%	2.6	5.1	86.6	.0	.3	.0	.0	4.4	1.0	100.0
	'71-'72	6	39	115	14	1	1	1	12	0	189
	%	3.2	20.6	60.8	7.4	.5	.5	.5	6.4	.0	99.9
Pacific Heights	'70-'71	20	418	62	15	7	3	0	0	27	552
	%	3.6	75.7	11.2	2.7	1.3	.6	.0	.0	4.9	100.0
	'71-'72	11	255	167	21	11	11	4	7	9	496
	%	2.2	51.4	33.7	4.2	2.2	2.2	.8	1.4	1.8	99.9
S.B.Cooper	'70-'71	5	80	37	200	4	0	0	4	10	340
	%	1.5	23.5	10.9	58.8	1.2	.0	.0	1.2	2.9	100.0
	'71-'72	12	81	79	77	3	2	1	6	9	270
	%	4.4	30.0	29.3	28.5	1.1	.7	.4	2.2	3.3	99.9
Treasure (1) Island	'70-'71	31	414	42	2	11	1	12	34	9	556
	%	5.6	74.5	7.5	.4	2.0	.2	2.2	6.1	1.6	100.1

1970-71 data is for 3/5 of Treasure Island Main and Annex.

Exhibit 4.13 (Cont'd)

Comparison of Ethnic Estimates of Pupils
Elementary School Individual School Reports
1970-71 versus 1971-72
Zone II

		SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
	'71-'72	15	258	127	7	7	0	1	53	12	480
	%	3.1	53.8	26.5	1.5	1.5	.0	.2	11.0	2.5	100.0
Yerba Buena	'70-'71	7	181	60	28	0	0	0	0	10	286
	%	2.4	63.3	21.0	9.8	.0	.0	.0	.0	3.5	100.0
	'71-'72	5	106	95	31	4	0	0	9	7	257
	%	1.9	41.2	37.0	12.1	1.6	.0	.0	3.5	2.7	100.0
PRIMARY TOTAL	'70-'71	95	1233	803	897	31	4	12	67	65	3207
	%	3.0	38.4	25.0	28.0	1.0	.1	.4	2.1	2.0	100.0
	'71-'72	71	1066	865	334	32	15	7	120	52	2562
	%	2.8	41.6	33.8	13.0	1.2	.6	.3	4.7	2.0	100.0
INTERMEDIATE											
Raphael Weill	'70-'71	6	67	506	12	19	1	4	0	7	622
	%	1.0	10.8	81.4	1.9	3.0	.2	.6	.0	1.1	100.0
	'71-'72	11	280	209	70	10	6	4	7	2	599
	%	1.8	46.7	34.9	11.7	1.7	1.0	.7	1.2	.3	100.0
Sherman	'70-'71	7.2	314	40	195	7	4	1	6	10	649
	%	11.1	48.4	6.2	30.0	1.1	.6	.2	.9	1.5	100.0
	'71-'72	10	248	99	187	11	1	1	17	12	586
	%	1.7	42.3	16.9	31.9	1.9	.2	.2	2.9	2.0	100.0
Treas. Is. (2) Annex	'70-'71	20	278	28	1	6	0	9	22	7	371
	%	5.4	74.9	7.5	.3	1.6	.0	2.4	5.9	2.1	100.1
	'71-'72	15	99	108	34	6	1	2	41	9	315
	%	4.8	31.4	34.3	10.8	1.9	.3	.6	13.0	2.9	100.0
Win. Scott	'70-'71	11	284	67	7	8	1	0	1	40	419
	%	2.6	67.8	16.0	1.7	1.9	.2	.0	.2	9.6	100.0
	'71-'72	13	175	175	91	0	0	0	10	0	464

(2) 1970-71 data is for 2/5 of Treasure Island Main and Annex.

Exhibit 4.13 (Cont'd)

Comparison of Ethnic Estimates of Pupils
Elementary School Individual School Reports
1970-71 versus 1971-72
Zone II

	SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
%	2.8	37.7	37.7	19.6	.0	.0	.0	2.2	.0	100.0
INTERMEDIATE TOTAL '70-'71	109	943	641	215	40	6	14	29	64	2061
%	5.3	45.8	31.1	10.4	1.9	.3	.7	1.4	3.1	100.0
'71-'72	49	802	591	382	27	8	7	75	23	1964
%	2.5	40.8	30.1	19.4	1.4	.4	.4	3.8	1.2	100.0
ZONE TOTAL '70-'71	204	2176	1444	1112	71	10	26	96	129	5268
%	3.9	41.3	27.4	21.1	1.3	.2	.5	1.8	2.5	100.0
'71-'72	120	1868	1456	716	59	23	14	195	75	4526
%	2.6	41.3	32.2	15.8	1.3	.5	.3	4.3	1.7	100.0

Exhibit 4.13 (Cont'd)

Comparison of Ethnic Estimates of Pupils
Elementary School Individual School Reports
1970-71 versus 1971-72
Zone III

PRIMARY		SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
Alvarado	'70-'71	136	439	10	37	5	0	3	16	20	666
	%	20.4	65.9	1.5	5.5	.8	.0	.5	2.4	3.0	100.0
	'71-'72	139	179	100	29	2	0	2	56	9	516
	%	26.9	34.7	19.4	5.6	.4	.0	.4	10.9	1.7	100.0
Bryant	'70-'71	285	84	60	9	0	3	3	32	23	499
	%	57.1	16.9	12.0	1.8	.0	.6	.6	6.4	4.6	100.0
	'71-'72	169	69	70	16	1	0	5	36	2	368
	%	45.9	18.8	19.0	4.3	.3	.0	1.4	9.8	.5	100.0
Buena Vista	'70-'71	202	98	36	15	0	1	3	21	16	392
	%	51.5	25.0	9.2	3.8	.0	.2	.8	5.4	4.1	100.0
	'71-'72	103	96	70	22	0	2	2	47	7	349
	%	29.5	27.5	20.1	6.3	.0	.6	.6	13.5	2.0	100.1
Comm.Stoc. Annex I &II	'70-'71	2	20	9	1074	0	0	1	5	2	1113
	%	.2	1.8	.8	96.5	.0	.0	.1	.4	.2	100.0
	'71-'72	147	115	180	259	4	3	0	65	37	810
	%	18.1	14.2	22.2	32.0	.5	.4	.0	8.0	4.6	100.0
Douglas	'70-'71	50	232	12	16	5	0	0	12	6	333
	%	15.0	69.7	3.6	4.8	1.5	.0	.0	3.6	1.8	100.0
	'71-'72	64	59	28	6	0	1	0	13	8	179
	%	35.7	33.0	15.6	3.4	0	.6	.0	7.3	4.5	100.1
Hawthorne	'70-'71	476	97	23	18	0	0	1	35	16	666
	%	71.5	14.6	3.5	2.7	.0	.0	.1	5.2	2.4	100.0
	'71-'72	286	76	80	30	1	2	3	43	18	539
	%	53.0	14.1	14.8	5.6	.2	.4	.6	8.1	3.3	100.1
I.M.Scott	'70-'71	11	4	94	5	0	0	0	0	1	115
	%	9.6	3.5	81.7	4.3	.0	.0	.0	.0	.9	100.0
	'71-'72	47	23	54	5	0	0	2	11	14	156

Exhibit 4.13 (Cont'd)

Comparison of Ethnic Estimates of Pupils
Elementary School Individual School Reports
1970-71 versus 1971-72
Zone III

		SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
	%	30.1	14.7	34.6	3.2	.0	.0	1.3	7.1	9.0	100.0
Jean Parker	'70-'71	9	0	1	456	1	0	0	14	1	482
	%	1.9	.0	.2	94.6	.2	.0	.0	2.9	.2	100.0
	'71-'72	108	67	54	140	0	0	4	49	4	426
	%	25.4	15.7	12.7	32.9	.0	.0	.9	11.5	.9	100.0
John Muir	'70-'71	12	24	698	7	1	1	9	6	3	761
	%	1.6	3.2	91.7	.9	.1	.1	1.2	.8	.4	100.0
	'71-'72	137	86	253	20	2	0	1	35	5	539
	%	25.4	16.0	46.9	3.7	.4	.0	.2	6.5	.9	100.0
Marshall	'70-'71	264	64	65	22	1	1	3	56	21	497
	%	53.1	12.9	13.1	4.4	.2	.2	.6	11.3	4.2	100.0
	'71-'72	197	83	70	30	1	1	4	76	37	499
	%	39.5	16.6	14.0	6.0	.2	.2	.8	15.2	7.4	99.9
Spring Valley	'70-'71	3	24	1	580	3	1	0	8	3	623
	%	.5	3.9	.2	93.0	.5	.2	.0	1.3	.5	100.1
	'71-'72	81	76	71	150	1	0	1	22	9	411
	%	19.7	18.5	17.3	36.5	.2	.0	.2	5.4	2.2	100.0
PRIMARY TOTAL	'70-'71	1450	1086	1009	2239	16	7	23	205	112	6147
	%	23.6	17.7	16.4	36.4	.3	.1	.4	3.3	1.8	100.0
	'71-'72	1478	929	1030	707	12	9	24	453	150	4792
	%	30.8	19.4	21.5	14.8	.2	.2	.5	9.5	3.1	100.0
INTERMEDIATE											
Bessie Carmichael	'70-'71	69	26	80	11	0	0	1	214	34	435
	%	15.9	6.0	18.4	2.5	.0	.0	.2	49.2	7.8	100.0
	'71-'72	69	44	81	22	1	2	4	116	22	361
	%	19.1	12.1	22.4	6.1	.3	.6	1.1	32.1	6.1	99.9

Exhibit 4.13 (Cont'd)

Comparison of Ethnic Estimates of Pupils
Elementary School Individual School Reports
1970-71 versus 1971-72
Zone III

		SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
Buena Vista Annex	'70-'71	-	-	-	-	-	-	-	-	-	-
	%	-	-	-	-	-	-	-	-	-	-
	'71-'72	80	44	46	29	1	1	2	32	25	260
	%	30.8	16.9	17.7	11.2	.4	.4	.8	12.3	9.6	100.1
Daniel Webster	'70-'71	59	82	218	12	0	2	1	3	4	381
	%	15.5	21.5	57.2	3.1	.0	.5	.3	.8	1.1	100.0
	'71-'72	143	85	86	57	1	0	0	16	14	402
	%	35.6	21.1	21.4	14.2	.2	.0	.0	14.0	3.5	100.0
Edison	'70-'71	329	406	29	30	3	3	6	42	14	862
	%	38.2	47.1	3.4	3.5	.3	.3	.7	4.9	1.6	100.0
	'71-'72	212	203	170	59	1	1	7	37	21	711
	%	29.8	28.6	23.9	8.3	.1	.1	1.0	5.2	3.0	100.0
Patrick Henry	'70-'71	182	208	50	7	0	0	6	10	13	476
	%	38.2	43.7	10.5	1.5	.0	.0	1.3	2.1	2.7	100.0
	'71-'72	127	91	85	55	0	0	2	35	14	409
	%	31.1	22.2	20.8	13.4	.0	.0	.5	8.6	3.4	100.0
Redding	'70-'71	22	110	57	178	4	1	0	8	18	398
	%	5.5	27.6	14.3	44.7	1.0	.3	.0	2.0	4.5	99.9
	'71-'72	83	36	56	108	3	2	0	32	37	357
	%	23.2	10.1	15.7	30.3	.8	.6	.0	9.0	10.4	100.1
Starr King	'70-'71	23	26	406	10	0	0	1	0	2	468
	%	4.9	5.6	86.8	2.1	.0	.0	.2	.0	.4	100.0
	'71-'72	161	114	81	56	0	0	5	44	25	486
	%	33.1	23.5	16.7	11.5	.0	.0	1.0	9.1	5.1	100.0
W. Irving	'70-'71	6	42	4	230	2	0	0	4	1	289
	%	2.1	14.5	1.4	79.6	.7	.0	.0	1.4	.3	100.0
	'71-'72	39	12	28	130	0	0	1	1	6	217

Exhibit 4.13 (Cont'd)

Comparison of Ethnic Estimates of Pupils
Elementary School Individual School Reports
1970-71 versus 1971-72
Zone III

		SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
	%	18.0	5.5	12.9	59.9	.0	.0	.5	.5	2.7	100.0
INTERMEDIATE TOTAL	'70-'71	690	900	844	478	9	6	15	281	86	3309
	%	20.8	27.2	25.5	14.4	.3	.2	.5	8.5	2.6	100.0
	'71-'72	914	629	633	516	7	6	21	313	164	3203
	%	28.5	19.6	19.8	16.1	.2	.2	.7	9.8	5.1	100.0
ZONE SCHOOLS CLOSED											
Lincoln	'70-'71	5	20	53	1	0	0	0	14	10	103
Marshall Annex	'70-'71	216	72	48	20	0	1	11	46	31	445
ZONE TOTAL	'70-'71	2361	2078	1954	2738	25	14	49	546	239	10004
	%	23.6	20.8	19.5	27.4	.2	.1	.5	5.5	2.4	100.0
	'71-'72	2392	1558	1663	1223	19	15	45	766	314	7995
	%	29.9	19.5	20.8	15.3	.2	.2	.6	9.6	3.9	100.0

Exhibit 4.13 (Cont'd)

Comparison of Ethnic Estimates of Pupils
Elementary School Individual School Reports
1970-71 versus 1971-72
Zone IV

PRIMARY		SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
Fairmount	'70-'71	347	295	45	21	2	6	0	107	11	834
	%	41.6	35.4	5.4	2.5	.2	.7	.0	12.8	1.3	99.9
	'71-'72	178	134	170	11	1	0	1	56	3	554
	%	32.1	24.2	30.7	2.0	.2	.0	.2	10.1	.5	100.0
Glen Park	'70-'71	126	239	31	14	1	4	5	36	6	462
	%	27.3	51.7	6.7	3.0	.2	.9	1.1	7.8	1.3	100.0
	'71-'72	83	95	106	7	0	0	0	20	3	314
	%	26.4	30.3	33.8	2.2	.0	.0	.0	6.4	1.0	100.1
Hunters Pt. II	'70-'71	3	2	225	0	0	0	0	0	19	249
	%	1.2	.8	90.4	.0	.0	.0	.0	.0	7.6	100.0
	'71-'72	5	16	95	1	2	0	1	2	20	142
	%	3.5	11.3	66.9	.7	1.4	.0	.7	1.4	14.1	100.0
Junipero Serra	'70-'71	260	229	69	19	1	0	1	75	18	672
	%	38.7	34.1	10.3	2.8	.1	.0	.1	11.2	2.7	100.0
	'71-'72	176	152	193	16	5	0	0	63	16	621
	%	28.3	24.5	31.1	2.6	.8	.0	.0	10.1	2.6	100.0
Kate Kennedy	'70-'71	75	195	30	1	2	0	1	3	1	308
	%	24.4	63.3	9.7	.3	.6	.0	.3	1.0	.3	99.9
	'71-'72	71	145	126	4	1	0	5	21	6	379
	%	18.7	38.3	33.2	1.1	.3	.0	1.3	5.5	1.6	100.0
Miraloma	'70-'71	17	315	100	34	2	0	0	5	10	483
	%	3.5	65.2	20.7	7.0	.4	.0	.0	1.1	2.1	100.0
	'71-'72	81	155	140	16	3	1	1	15	14	426
	%	19.0	36.4	32.8	3.8	.7	.2	.2	3.5	3.3	99.9
Paul Revere Annex (1)	'70-'71	167	102	155	23	1	0	0	62	13	523
	%	31.9	19.5	29.6	4.4	.2	.0	.0	11.9	2.5	100.0

(1) 1970-71 data is for 8/15 of Paul Revere Main

Exhibit 4.13 (Cont'd)

Comparison of Ethnic Estimates of Pupils
Elementary School Individual School Reports
1970-71 versus 1971-72
Zone IV

		SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
	'71-'72	107	62	126	18	0	0	2	79	7	401
	%	26.7	15.5	31.4	4.5	.0	.0	.5	19.7	1.7	100.0
Sir Francis Drake Ann. (2)	'70-'71	1	2	182	1	0	0	0	0	2	188
	%	.5	1.1	96.8	.5	.0	.0	.0	.0	1.1	100.0
	'71-'72	40	27	92	1	2	0	1	9	6	178
	%	22.5	15.2	51.7	.6	1.1	.0	.6	5.0	3.4	100.1
W. Portal	'70-'71	36	579	14	42	32	2	0	11	20	736
	%	4.9	78.7	1.9	5.7	4.3	.3	.0	1.5	2.7	100.0
	'71-'72	119	208	209	21	11	0	2	23	36	629
	%	18.9	33.1	33.1	3.3	1.7	.0	.4	3.7	5.7	99.9
PRIMARY TOTAL	'70-'71	1032	1958	851	155	41	12	7	299	100	4455
	%	23.2	44.0	19.1	3.5	.9	.3	.1	6.7	2.2	100.0
	'71-'72	860	994	1257	95	25	1	13	288	111	3644
	%	23.6	27.3	34.5	2.6	.7		.4	7.9	3.0	100.0
INTERMEDIATE											
Burnett	'70-'71	16	6	539	4	0	0	3	6	0	574
	%	2.8	1.1	93.9	.7	.0	.0	.5	1.0	.0	100.0
	'71-'72	107	81	189	10	0	0	3	23	11	424
	%	25.2	19.1	44.6	2.4	.0	.0	.7	5.4	2.6	100.0
Diamond Hgts.	'70-'71	31	286	58	43	11	1	0	10	8	448
	%	6.9	63.8	13.0	9.6	2.5	.2	.0	2.2	1.8	100.0
	'71-'72	80	215	149	39	17	0	1	7	18	526
	%	15.2	40.9	28.3	7.4	3.2	.0	.2	1.3	3.4	99.9
Jed. Smith	'70-'71	6	6	571	1	0	0	0	0	9	593
	%	1.0	1.0	96.3	.2	.0	.0	.0	.0	1.5	100.0
	'71-'72	54	66	168	8	0	0	0	12	3	311

(2) 1970-71 data is for 1/3 of Sir Francis Drake Main and Annex.

Exhibit 4.13 (Cont'd)

Comparison of Ethnic Estimates of Pupils
Elementary School Individual School Reports
1970-71 versus 1971-72
Zone IV

		SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
	%	17.4	21.2	54.0	2.6	.0	.0	.0	3.9	1.0	100.1
LeConte	'70-'71	380	278	139	28	5	0	4	67	25	926
	%	41.1	30.0	50.0	3.0	.5	.0	.4	7.2	2.7	99.9
	'71-'72	167	156	225	54	4	1	1	45	9	662
	%	25.2	23.5	34.0	8.2	.6	.2	.2	6.8	1.4	100.1
Paul Revere (3)	'70-'71	147	90	135	21	0	0	0	54	12	459
	%	32.0	19.6	29.4	4.6	.0	.0	.0	11.8	2.6	100.0
	'71-'72	84	89	109	11	0	2	0	55	7	357
	%	23.5	24.9	30.5	3.1	.0	.6	.0	15.4	2.0	100.0
Sir Francis Drake (4)	'70-'71	2	3	363	1	0	0	0	0	5	374
	%	.5	.8	97.1	.3	.0	.0	.0	.0	1.3	100.0
	'71-'72	77	78	127	13	2	0	0	21	8	326
	%	23.6	23.9	39.0	4.0	.6	.0	.0	6.4	2.5	100.0
INTERMEDIATE TOTAL	'70-'71	582	669	1805	98	16	1	7	137	59	3374
	%	17.3	19.8	53.5	2.9	.5		.2	4.1	1.7	100.0
	'71-'72	569	685	967	135	23	3	5	163	56	2606
	%	21.8	26.3	37.1	5.2	.9	.1	.2	6.3	2.1	100.0
ZONE TOTAL	'70-'71	1614	2627	2656	253	57	13	14	436	159	7829
	%	20.6	33.6	33.9	3.2	.7	.2	.2	5.6	2.0	100.0
	'71-'72	1429	1679	2224	230	48	4	18	451	167	6250
	%	22.9	26.8	35.6	3.7	.7	.1	.3	7.2	2.7	100.0

(3) 1970-71 data is for 7/15 of Paul Revere Main

(4) 1970-71 data is for 2/3 of Sir Francis Drake Main and Annex.

Exhibit 4.13 (Cont'd)
Comparison of Ethnic Estimates of Pupils
Elementary School Individual School Reports
1970-71 versus 1971-72
Zone V

PRIMARY		SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
Candlestick Cove	'70-'71	24	60	125	4	0	0	0	13	7	233
	%	10.3	25.8	53.6	1.7	.0	.0	.0	5.6	3.0	100.0
	'71-'72	42	116	94	9	1	0	0	10	4	276
	%	15.2	42.0	34.1	3.3	.4	.0	.0	3.6	1.4	100.0
Cleveland	'70-'71	121	255	44	28	2	0	9	31	6	496
	%	24.4	51.4	8.9	5.6	.4	.0	1.8	6.3	1.2	100.0
	'71-72	8.8	189	126	14	1	1	3	36	4	462
	%	19.0	40.9	27.3	3.0	.2	.2	.6	7.8	.9	99.9
Comm.Sloat	'70-'71	20	476	189	16	13	5	0	1	9	729
	%	2.8	65.3	25.9	2.2	1.8	.7	.0	.1	1.2	100.0
	'71-'72	76	252	267	25	10	1	2	36	14	683
	%	1.1	36.9	39.1	3.7	1.5	.1	.3	5.3	2.0	100.0
E.R.Taylor	'70-'71	130	287	152	39	6	0	1	30	18	663
	%	19.6	43.3	22.9	5.9	.9	.0	.2	4.5	2.7	100.0
	71-'72	113	199	283	27	0	0	1	48	34	705
		16.0	28.2	40.1	3.8	.0	.0	.1	6.8	4.9	99.9
El.Dorado	'70-'71	66	173	201	45	3	1	1	25	14	529
	%	12.5	32.7	38.0	8.5	.6	.2	.2	4.7	2.6	100.0
	'71-'72	52	116	173	13	1	2	0	28	21	406
	%	12.8	28.6	42.6	3.2	.2	.5	.0	6.9	5.2	100.0
Hillcrest	'70-'71	148	239	52	71	5	2	1	37	4	559
	%	26.5	42.9	9.3	12.7	.9	.3	.1	6.6	.7	100.0
	'71-'72	109	125	179	35	1	2	1	45	15	512
	%	21.3	24.4	35.0	6.8	.2	.4	.2	8.8	2.9	100.0
Longfellow	'70-'71	166	251	46	25	3	0	1	76	7	575
	%	28.9	43.7	8.0	4.3	.5	.0	.2	13.2	1.2	100.0
	'71-'72	96	127	219	6	0	0	2	52	9	511

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Exhibit 4.13 (Cont'd)

Comparison of Ethnic Estimates of Pupils
Elementary School Individual School Reports
1970-71 versus 1971-72
Zone V

		SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
	%	18.8	24.8	42.9	1.2	.0	.0	.4	10.2	1.8	100.1
Navy School Hunters Pt.	'70-'71	7	62	13	0	0	0	0	15	1	98
	%	7.1	63.3	13.3	.0	.0	.0	.0	15.3	1.0	100.0
	'71-'72	10	91	10	0	2	0	0	35	1	149
	%	6.7	61.1	6.7	.0	1.3	.0	.0	23.5	.7	100.0
Parkside	'70-'71	91	321	2	26	27	5	1	14	12	499
	%	18.3	64.3	.4	5.2	5.4	1.0	.2	2.8	2.4	100.0
	'71-'72	38	135	164	16	2	2	0	15	8	380
	%	10.0	35.5	43.2	4.2	.5	.5	.0	3.9	2.1	99.9
San Miguel	'70-'71	74	161	305	4	4	0	2	70	11	631
	%	11.7	25.5	48.3	.6	.6	.0	.3	11.1	1.8	99.9
	'71-'72	106	140	189	12	3	2	6	62	25	545
	%	19.4	25.7	34.7	2.2	.6	.4	1.1	11.4	4.6	100.1
Sunnyside	'70-'71	105	203	74	14	5	1	2	41	15	460
	%	22,8	44.1	16.1	3.0	1.1	.2	.4	8.9	3.3	99.9
	'71-'72	79	105	119	14	3	0	0	36	10	366
	%	21.6	28.7	32.5	3.8	.8	.0	.0	9.8	2.7	99.9
PRIMARY TOTAL	'70-'71	952	2488	1203	272	68	14	18	353	104	5472
	%	17.4	45.5	22.0	5.0	1.2	.3	.3	6.4	1.9	100.0
	'71-'72	809	1595	1823	171	24	10	15	403	145	4995
	%	16.2	31.9	36.5	3.4	.5	.2	.3	8.1	2.9	100.0
INTERMEDIATE											
Brete Harte	'70-'71	15	17	562	6	0	1	0	5	7	613
	%	2.4	2.8	91.7	1.0	.0	.2	.0	.8	1.1	100.0
	'71-'72	67	119	289	21	4	0	9	64	9	582
	%	11.5	20.4	49.7	3.6	.7	.0	1.5	11.0	1.5	99.9
Excelsior	'70-'71	88	124	16	4	0	0	0	16	3	251

Exhibit 4.13 (Cont'd)

Comparison of Ethnic Estimates of Pupils
Elementary School Individual School Reports
1970-71 versus 1971-72
Zone V

		SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
	%	35.0	49.4	6.4	1.6	.0	.0	.0	6.4	1.2	100.0
	'71-'72	40	105	101	3	2	0	0	35	8	294
	%	13.6	35.7	34.4	1.0	.7	.0	.0	11.9	2.7	100.0
Fremont	'70-'71	32	21	314	5	0	0	0	4	0	376
	%	8.5	5.6	83.5	1.3	.0	.0	.0	1.1	.0	100.0
	'71-'72	54	87	149	29	2	0	2	29	1	353
	%	15.3	24.6	42.2	8.2	.6	.0	.6	8.2	.3	100.0
Guadalupe	'70-'71	110	315	21	13	13	4	0	51	9	536
	%	20.5	58.8	3.9	2.4	2.4	.7	.0	9.5	1.7	99.9
	'71-'72	68	157	156	14	8	0	2	36	10	451
	%	15.1	34.8	34.6	3.1	1.8	.0	.4	8.0	2.2	100.0
John McLaren	'70-'71	66	107	458	8	0	0	11	26	23	699
	%	9.4	15.3	65.5	1.2	.0	.0	1.6	3.7	3.3	100.0
	'71-'72	53	157	240	13	8	2	0	24	13	510
	%	10.4	30.8	47.1	2.5	1.6	.4	.0	4.7	2.5	100.0
Monroe	'70-'71	184	347	37	19	1	1	0	65	22	676
	%	27.2	51.3	5.5	2.8	.1	.1	.0	9.6	3.3	99.9
	'71-'72	119	177	157	6	1	0	1	51	13	525
	%	22.7	33.7	29.9	1.1	.2	.0	.2	9.7	2.5	100.0
Vis. (1) Valley	'70-'71	74	271	286	70	10	1	0	49	11	772
	%	9.6	35.1	37.0	9.1	1.3	.1	.0	6.3	1.4	99.9
	'71-'72	103	220	263	47	10	0	3	60	16	722
	%	14.3	30.5	36.4	6.5	1.4	.0	.4	8.3	2.2	100.0
Vis.(2) Valley Ann,	'70-'71	15	55	57	14	2	1	0	10	2	156
	%	9.6	35.3	36.5	9.0	1.3	.6	.0	6.4	1.3	100.0
	'71-'72	17	29	58	12	0	1	0	15	4	136

(1) 1970-71 data is for 5/6 of Visitacion Valley Annex and Main
(2) 1970-71 data is for 1/6 of Visitacion Valley Annex and Main

Exhibit 4.13 (Cont'd)

Comparison of Ethnic Estimates of Pupils
Elementary School Individual School Reports
1970-71 versus 1971-72
Zone V

	SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
%	12.5	21.3	42.7	8.8	.0	.7	.0	11.0	2.9	99.9
INTERMEDIATE* TOTAL '70-'71	584	1257	1751	139	26	8	11	226	77	4079
%	14.3	30.8	42.9	3.4	.6	.2	.3	5.5	1.9	100.0
'71-'72	521	1051	1413	145	35	3	17	314	74	3573
%	14.6	29.4	39.5	4.0	1.0	.1	.5	8.8	2.1	100.0
ZONE SCHOOL CLOSED										
Bayview '70-'71	14	3	460	21	0	0	0	13	7	518
ZONE TOTAL										
'70-'71	1550	3748	3414	432	94	22	29	592	188	10069
%	15.4	37.2	33.9	4.3	.9	.2	.3	5.9	1.9	100.0
'71-'72	1330	2646	3236	316	59	13	32	717	219	8568
%	15.5	30.9	37.8	3.7	.7	.1	.4	8.4	2.5	100.0

Exhibit 4.13 (Cont'd)
Comparison of Ethnic Estimates of Pupils
Elementary School Individual School Reports
1970-71 versus 1971-72
Zone VI

PRIMARY		SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
Farragut	'70-'71	31	63	360	9	6	0	0	14	4	487
	%	6.4	12.9	73.9	1.9	1.2	.0	.0	2.9	.8	100.0
	'71-'72	23	158	178	6	5	1	0	7	5	383
	%	6.0	41.3	46.4	1.6	1.3	.3	.0	1.8	1.3	100.0
Lakeshore	'70-'71	79	200	32	11	1	0	1	2	6	332
	%	23.8	60.3	9.6	3.3	.3	.0	.3	.6	1.8	100.0
	'71-'72	17	116	160	15	15	0	0	16	9	348
	%	4. 9	33.3	46.0	4.3	4.3	.0	.0	4.6	2.6	100.0
Noriega	'70-'71	13	100	20	11	8	1	0	17	5	175
	%	7.4	57.1	11.4	6.3	4.6	.6	.0	9.7	2.9	100.0
	'71-'72	14	88	69	11	4	7	0	28	2	223
	%	6.3	39.5	30.9	4.9	1.8	3.1	.0	12.6	.9	100.0
P.A.Hearst	'70-'71	6	111	5	4	8	0	2	4	2	142
	%	4.2	78.2	3.5	2.8	5.7	.0	1.4	2.8	1.4	100.0
	'71-'72	3	81	38	5	9	0	0	12	0	148
	%	2.0	54.7	25.7	3.4	6.1	.0	.0	8.1	.0	100.0
R.L. Stevenson	'70-'71	68	250	18	38	19	1	0	23	7	424
	%	16.0	59.0	4.2	9.0	4.5	.2	.0	5.4	1.7	100.0
	'71-'72	9	115	125	29	14	3	0	17	14	326
	%	2.8	35.3	38.3	8.9	4.3	.9	.0	5.2	4.3	100.0
Sheridan	'70-'71	9	11	471	2	0	0	0	3	6	502
	%	1.8	2.2	93.8	.4	.0	.0	.0	.6	1.2	100.0
	'71-'72	14	123	187	13	18	3	1	17	8	384
	%	3.6	32.0	48.7	3.4	4.7	.8	.3	4.4	2.2	100.1
Ulloa	'70-'71	35	379	54	37	23	2	1	24	6	561
	%	6.2	67.5	9.6	6.6	4.1	.4	.2	4.3	1.1	100.0
	'71-'72	10	140	98	17	6	3	1	16	5	296

Exhibit 4.13 (Cont'd)

Comparison of Ethnic Estimates of Pupils
Elementary School Individual School Reports
1970-71 versus 1971-72
Zone VI

		SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
	%	3.4	47.3	33.1	5.7	2.0	1.0	.3	5.4	1.7	99.9
PRIMARY TOTAL	'70-'71	241	1114	960	112	65	4	4	87	36	2623
	%	9.2	42.5	36.6	4.3	2.5	.1	.1	3.3	1.4	100.0
	'71-'72	90	821	855	96	71	17	2	113	43	2108
	%	4.3	38.9	40.6	4.5	3.4	.8	.1	5.4	2.0	100.0
INTERMEDIATE											
Frederic Burk	'70-'71	-	-	-	-	-	-	-	-	-	-
	%	-	-	-	-	-	-	-	-	-	-
	'71-'72	13	183	207	12	6	0	0	12	0	433
	%	3.0	42.3	47.8	2.8	1.4	.0	.0	2.8	.0	100.1
Lawton	'70-'71	16	353	80	53	17	2	1	34	6	562
	%	2.8	62.8	14.2	9.4	3.0	.4	.2	6.1	1.1	100.0
	'71-'72	30	220	264	41	13	1	0	29	6	604
	%	5.0	36.4	43.7	6.8	2.2	.2	.0	4.8	1.0	100.1
Mark Twain	'70-'71	21	234	19	34	20	2	0	33	5	368
	%	5.7	63.6	5.2	9.2	5.4	.5	.0	9.0	1.4	100.0
	'71-'72	16	109	122	25	12	0	0	40	4	328
	%	4.9	33.2	37.2	7.6	3.7	.0	.0	12.2	1.2	100.0
Ortega	'70-'71	11	38	444	3	1	0	0	12	3	512
	%	2.1	7.4	86.7	.6	.2	.0	.0	2.3	.6	99.9
	'71-'72	15	101	224	15	24	2	0	14	4	399
	%	3.8	25.3	56.1	3.8	6.0	.5	.0	3.5	1.0	100.0
INTERMEDIATE TOTAL	'70-'71	48	625	543	90	38	4	1	79	14	1442
	%	3.3	43.3	37.7	6.2	2.6	.3	.1	5.5	1.0	100.0
	'71-'72	74	613	817	93	55	3	0	95	14	1764
	%	4.2	34.7	46.3	5.3	3.1	.2	.0	5.4	.8	100.0

Exhibit 4.13 (Cont'd)

Comparison of Ethnic Estimates of Pupils
Elementary School Individual School Reports
1970-71 versus 1971-72
Zone VI

	SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
ZONE TOTAL '70-'71	289	1739	1503	202	103	8	5	166	50	4065
%	7.1	42.8	37.0	5.0	2.5	.2	.1	4.1	1.2	100.0
'71-'72	164	1434	1672	189	126	20	2	208	57	3872
%	4.2	37.0	43.2	4.9	3.2	.5	.1	5.4	1.5	100.0

Exhibit 4.13 (Contd)

Comparison of Ethnic Estimates of Pupils
Elementary School Individual School Reports
1970-71 versus 1971-72
Zone VII

PRIMARY		SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
Dudley Stone	'70-'71	11	58	484	8	5	0	0	50	6	622
	%	1.8	9.3	77.8	1.3	.8	.0	.0	8.0	1.0	100.0
	'71-'72	25	229	255	57	16	8	4	75	10	679
	%	3.7	33.7	37.5	8.4	2.4	1.3	.6	11.0	1.5	100.1
McKinley	'70-'71	36	86	335	14	1	3	2	87	7	571
	%	6.3	15.1	58.6	2.5	.2	.5	.4	15.2	1.2	100.0
	'71-'72	46	146	159	17	2	5	0	77	17	469
	%	9.8	31.1	33.9	3.6	.4	1.1	.0	16.4	3.6	99.9
Sanchez	'70-'71	280	217	68	57	6	5	14	79	47	773
	%	36.2	28.1	8.8	7.4	.8	.6	1.8	10.2	6.1	100.0
	'71-'72	128	216	214	54	11	1	11	68	18	721
	%	17.8	30.0	29.7	7.5	1.5	.1	1.5	9.4	2.5	100.0
Twin Peaks	'70-'71	12	179	160	17	8	1	1	19	6	403
	%	3.0	44.4	39.7	4.2	2.0	.2	.2	4.7	1.5	99.9
	'71-'72	24	122	147	30	7	0	1	8	8	347
	%	6.9	35.2	42.4	8.6	2.0	.0	.3	2.3	2.3	100.0
PRIMARY TOTAL	'70-'71	339	540	1047	96	20	9	17	235	66	2369
	%	14.3	22.8	44.2	4.1	.8	.4	.7	9.9	2.8	100.0
	'71-'72	223	713	775	158	36	14	16	228	53	2216
	%	10.1	32.2	35.0	7.1	1.6	.6	.7	10.3	2.4	100.0
INTERMEDIATE											
Clarendon	'70-'71	26	242	34	28	14	0	0	8	2	354
	%	7.3	68.4	9.6	7.9	4.0	.0	.0	2.3	.5	100.0
	'71-'72	29	104	88	20	8	0	0	34	2	285
	%	10.2	36.5	30.9	7.0	2.8	.0	.0	11.9	.7	100.0
Columbus	'70-'71	29	199	14	53	7	2	2	20	8	334
	%	8.7	59.6	4.2	15.8	2.1	.6	.6	6.0	2.4	100.0

Exhibit 4.13 (Cont'd)

Comparison of Ethnic Estimates of Pupils
Elementary School Individual School Reports
1970-71 versus 1971-72
Zone VII

		SS	OW	N/B	C	J	K	AI	F	ONW	TOTALS
Grattan	'71-'72	11	124	88	22	5	5	1	22	2	280
	%	3.9	44.3	31.4	7.9	1.8	1.8	.4	7.9	.7	100.1
	'70-'71	-	-	-	-	-	-	-	-	-	-
	%	-	-	-	-	-	-	-	-	-	-
Jefferson	'71-'72	58	146	172	29	7	2	5	50	6	475
	%	12.2	30.7	36.2	6.1	1.5	.4	1.0	10.5	1.3	99.9
	'70-'71	32	320	48	66	14	8	2	29	13	532
	%	6.0	60.2	9.0	12.4	2.6	1.5	.4	5.5	2.4	100.0
Laguna Honda	'71-'72	19	172	145	41	8	4	0	39	10	438
	%	4.3	39.3	33.1	9.4	1.9	.9	.0	8.9	2.3	100.1
	'70-'71	32	147	70	47	6	2	0	38	20	362
	%	8.8	40.6	19.3	13.0	1.7	.6	.0	10.5	5.5	100.0
	'71-'72	40	119	106	35	7	1	3	15	4	330
	%	12.1	36.1	32.1	10.6	2.1	.3	.9	4.5	1.2	99.9
INTERMEDIATE TOTAL	'70-'71	119	908	166	194	41	12	4	95	43	1582
	%	7.5	57.4	10.5	12.2	2.6	.8	.3	6.0	2.7	100.0
	'71-'72	157	665	599	147	35	12	9	160	24	1808
	%	8.7	36.8	33.1	8.1	1.9	.7	.5	8.9	1.3	100.0
ZONE SCHOOL CLOSED											
Corbett	'70'71	4	80	61	7	3	0	1	11	1	168
ZONE TOTAL	'70-'71	462	1528	1274	297	64	21	22	341	110	4119
	%	11.2	37.1	30.9	7.2	1.6	.5	.5	8.3	2.7	100.0
	'71-'72	380	1378	1374	305	71	26	25	388	77	4024
	%	9.4	34.2	34.1	7.6	1.8	.7	.6	9.7	1.9	100.0

Exhibit 4.14

Elementary School Ethnic Percentages
Outside State Guidelines
(As of Nov. 12, 1971)

	Zone	SS	OW	N/B	C	J	K	AI	F	ONW
S. F. U. S. D. Ethnic Percentage Range for State Guidelines	High	28.7	46.7	45.4	28.8	16.7	15.3	15.3	20.8	17.3
	Low	.0	16.7	15.4	.0	.0	.0	.0	.0	.0
PRIMARY										
Argonne	1				31.9					
Bryant	3	45.9								
Buena Vista	3	29.5								
Comm. Stockton			14.2		32.0					
Douglas	3	35.7								
Fairmount	4	32.1								
Farragut	6			46.4						
Hawthorne	3	53.0	14.1	14.8						
Hunters Pt. II	4		11.3	66.9						
I.M. Scott	3	30.1	14.7							
Jean Parker	3		15.7	12.7	32.9					
John Muir	3		16.0	46.9						
John S ett	2			60.8						
Lakeshore	6			46.0						
Marshall	3	39.5	16.6	14.0						
Navy School Hunters Pt.	5		61.1	6.7					23.5	
Pacific Heights	2		51.4							
Paul Revere Annex	4		15.5							
P. A. Hearst	6		54.7							
Sheridan	6			48.7						
Sir F. Drake Annex	4		15.2	51.7						
Spring Valley	3				36.5					
Treasure Island	2		53.8							
Ulloa	6		47.3							

Exhibit 4.14 (Cont'd)

Elementary School Ethnic Percentages
Outside State Guidelines
(As of Nov. 12, 1971)

	Zone	SS	OW	N/B	C	J	K	AI	F	ONW
INTERMEDIATE										
Bessie Carmichael	3		12.1						32.1	
Bret Harte	5			49.7						
Buena Vista Annex	3	30.8								
Daniel Webster	3	35.6								
Edison	3	29.8								
Frederic Burk	6			47.8						
Jedidiah Smith	4			54.0						
John McLaren	5			47.1						
Ortega	6			56.1						
Patrick Henry	3	31.1								
Redding	3		10.1		30.3					
Sheridan	2				31.9					
Starr King	3	33.1								
Washington Irving	3		5.5	12.9	59.9					

Zone	Number of Schools in Zone			Number of Schools Outside Guidelines			Percentage of Schools Outside Guidelines		
	PRIMARY	INTERMEDIATE	TOTAL	PRIMARY	INTERMED.	TOTAL	PRIMARY	INTERMEDIATE	TOTAL
I	8	6	14	1	0	1	12.5%	.0%	7.1%
II	8	4	12	3	1	4	37.5%	25.0%	33.3%
III	11	8	19	10	8	18	90.9%	100.0%	94.7%
IV	9	6	15	4	1	5	44.4%	16.7%	33.3%
V	11	8	19	1	2	3	9.1%	25.%	15.8%
VI	7	4	11	5	2	7	71.4%	50.0%	63.6%
VII	4	5	9	0	0	0	.0%	.0%	.0%
TOTAL	58	41	99	24	14	38	41.4%	34.1%	38.4%

DISCUSSION

There was a serious enrollment decrease in the elementary schools during 1971-72 totaling 6,652 pupils (Exhibit 4.11). Of these, 3,825 were in the Other White ethnic group and 1,907 in the Chinese group. Percentage point decreases of 3.8 in the Other White and 2.7 in the Chinese groups occured. There was a 3.2 increase in the Negro/Black group. Filipinos showed the only major enrollment increase, 578 pupils and 2.3 percentage points.

Enrollment percentage changes based on 1970-71 ethnic enrollments show very sharp decreases of 31.9% for the Chinese and 23.6% for the Other Whites and lesser drops of 10.7% for those of Spanish background and 4.5% for Negros. Filipinos experienced a substantial percentage increase of 23.7%.

In attempting to evaluate the effectiveness of the desegregation/integration plan for the elementary schools, cognizance must be taken of the special problems facing the San Francisco Unified School District in attempting to effectively achieve such a goal. There are four ethnic groups of numerical consequence in this school district, Spanish Surname/Spanish Speaking, Other White, Negro/Black and Chinese and rapidly a growing Filipino population as well. At least four of these groups are concentrated in ethnic enclaves which compound the task of bringing about effective desegregation.

Careful consideration of the ethnic percents of pupils in the Elementary Division, 1970-71 and 1971-72, (Exhibit 4.12), enables us to make the following observations:

1. Other White pupils:

   a. Percents in all seven zones declined from 1970-71,
   b. In four zones the ethnic percents were above the elementary school average; in two zones they were below the average,
   c. Zone III had the lowest percent in both 1970-71 and 1971-72.

2. Spanish Surname/Spanish Speaking pupils:

   a. Percents when compared to 1970-71 showed declines in four zones and increases in three zones,
   b. In three zones the ethnic percents were above the elementary school average; in four zones they were below the average,
   c. Zones III and IV had the highest Spanish Surname/Spanish Speaking ethnic percents in both 1970-71 and 1971-72 and these percents increased in the latter year.

3. Negro/Black pupils:

   a. Percents of these pupils, increased in all zones except Zone VI when compared to 1970-71,
   b. The Negro/Black ethnic percents were above the elementary school average in three zones and below it in two zones,
   c. Zone VI which had the highest Black percent in 1970-71 showed a decline this year.

4. Asian pupils:

a. Percents of these pupils declined in three zones and increased in four zones when compared to 1970-71,
b. The ethnic percents for Oriental children were above the elementary school average in three zones and below it in the other four zones,
c. Zone I, which had the highest ethnic percent of Oriental children in 1970-71 remained the highest and this percent showed an increase.

5. Filipino and Other Non-White pupils:

a. Percents in all seven zones increased over 1970-71,
b. In three zones the ethnic percents of Filipino and Other Non-White were above the elementary school average; in three others they were below the average,
c. Zone II now has the highest ethnic percent of the Filipino and Other Non-White group.

Among individual schools (Exhibit 4.13) substantial progress was achieved, especially in Zones V and VII and positive gains are to be noted in Zones II and IV. Zone I had already effectively implemented a desegregation/integration plan in 1970-71. Zones III and VI, while moving ahead, lagged behind the other zones in achieving wide-scale desegregation.

Careful examination of the desegregation/integration achievements elicit the following comments concerning each zone:

Zone I:

a. There are special problems in this zone caused by a heavy concentration of Chinese pupils and very low number of Spanish Surname students,
b. Being in the second year of desegregation, the schools were already well on the road to meeting state guidelines. Two schools, Golden Gate and Francis Scott Key, newly included in the zone, showed major improvement while ten of the others showed better ethnic balance than in 1970-71,
c. One school, Argonne, was outside guidelines and one other, Sutro, showed a heavy gain of Chinese pupils while still showing acceptable ethnic balance.

Zone II:

a. The major problem in this zone is the low number of Spanish Surname pupils,
b. Eight schools are now within guidelines, all of them showing remarkable improvement in balanced ethnic percents,
c. While four schools are still outside state guidelines, they nevertheless showed progress in the move toward ethnic balance.

Zone III:

a. This Zone faces the most serious obstacles in the move toward effective desegregation. There are heavy concentrations of Spanish Surnamed pupils, well above the District average, and numbers of Other Whites and Blacks far below district percents, and rapidly growing numbers of Filipinos.
b. While only one school, Alvarado, meets state guidelines, ten others have effected major shifts of pupils along positive lines and seven others have achieved some meaningful changes,
c. Two schools, Redding and Washington Irving, have made, at the most, minimal progress toward balanced ethnic groups in the schools.

Zone IV:

a. There are very low numbers of Chinese pupils in this Zone,
b. Ten schools have made excellent progress toward ethnic balance and are now within state guidelines,
c. While five schools are outside state guidelines, three of of these have made substantial improvement and the other two have made some progress.

Zone V:

a. This Zone has made superior progress toward achieving total desegregation. Sixteen schools now have ethnic percents within state guidelines. This is due in part to the fact that all ethnic groups excepting the Chinese have ethnic percents very close to the district averages.
b. Of the three schools outside state guidelines, two, Bret Harte and John McLaren, have made real improvement while only one, Hunters Point Navy School, is relatively unchanged from last year.

Zone VI:

a. This Zone has the heaviest concentration of Negro students in the city, well above the District average, and low numbers of both Spanish Surnamed and Chinese pupils,
b. This situation has enabled only four schools to attain ethnic representation within state guidelines,
c. Of the other seven schools, all outside state guidelines, five have made substantial progress toward desegregation while the other two have effected only moderate change.

Zone VII:

a. This Zone has made satisfactory progression achieving all desegregation/integration goals,
b. All nine schools in the area are within state guidelines.

Exhibit 4.14 lists those elementary schools whose ethnic percents fall outside state guidelines and those groups and percents which create these situations.

We find that 24 of 58 Primary Schools fall outside guidelines (41.4%), 14 of 41 Intermediate Schools (34.1%) and a total of 38 of 99 schools (38.4%).

Zones I, V and VII have achieved almost complete desegregation of their elementary schools. Zones III and VI, for reasons previously alluded to, even though making progress, have large numbers of the schools in their zones outside state guidelines.

OBJECTIVE #2

To assess in each SFUSD school the staff ethnic balance.

EVALUATION QUESTION

During the first year of the desegregation/integration program have the faculties of the individual elementary schools and the seven zones reflected the elementary schools certificated ethnic averages (for the San Francisco Unified School District)?

Have the elementary schools in the San Francisco Unified School District shown more equitable distribution of faculties when comparisons are made between 1970-71 and 1971-72?

PROCEDURES

The Educational Data Processing Office annually prepares a numerical print-out of certificated staff in all schools in the San Francisco Unified School District. The Community Relations Office then prepares reports based on this data. The reports, entitled Racial and Ethnic Employment Patterns Survey of Certificated Personnel Employed in Each School of the San Francisco Unified School District, were based on the staff assignments in October, 1970 and December, 1971.

The ethnic designations in both years were:

SS	Spanish Surname and/or Spanish Speaking
OW	Other White
N/B	Negro/Black
C	Chinese
J	Japanese
K	Korean
AI	American Indian
F	Filipino
ONW	Other Non-White

There were 44 certificated personnel in 1970-71 whose ethnic background was unknown and 112 in 1971-72. These personnel were included in Exhibits 4.21, 4.23, 4.24, and 4.25, but were excluded from Exhibit 4.22.

DATA REPORTING AND ANALYSIS

Exhibit 4.21	Comparison of Ethnic Estimates of Certificated Staff, Elementary School Totals, 1970-71 versus 1971-72
Exhibit 4.22	Ratio of Other White and All Other Certificated Personnel, Elementary Schools, 1970-71 versus 1971-72
Exhibit 4.23	Comparison of Ethnic Estimates of Certificated Staff, Elementary School Zone Summaries, 1970-71 versus 1971-72
Exhibit 4.24	Comparison of Ethnic Estimates of Certificated Staff, Individual Elementary Schools, 1970-71 versus 1971-72
Exhibit 4.25	Summary of Changes in Certificated Staff Ethnic Relationships, Elementary Schools, 1970-71 versus 1971-72

Exhibit 4.21

Comparison of Ethnic Estimates of Certificated Staff
Elementary School Totals
1970-71 versus 1971-72

	SS	OW	N/B	C	J	K	AI	F	ONW	ND	TOTAL
1970-71											
PRIMARY	19	996	92	73	20		1	8	5	17	1231
%	1.5	80.9	7.5	5.9	1.6		.1	.7	.4	1.4	100.0
INTERMEDIATE	15	662	98	47	14		2	8		20	866
%	1.8	76.5	11.3	5.4	1.6		.2	.9		2.3	100.0
SCHOOL CLOSED	2	45	9	2	1				1	4	64
TOTAL	36	1703	199	122	35		3	16	6	41	2161
%	1.7	78.8	9.2	5.6	1.6		.1	.8	.3	1.9	100.0
1971-72											
PRIMARY	32	964	100	86	22	1		11	6	43	1265
%	2.5	76.2	7.9	6.8	1.8			.9	.5	3.4	100.0
INTERMEDIATE	24	678	119	49	17			15	4	69	975
%	2.5	69.5	12.2	5.0	1.8			1.5	.4	7.1	100.0
TOTAL	56	1642	219	135	39	1		26	10	112	2240
%	2.5	73.3	9.8	6.0	1.8			1.2	.4	5.0	100.0

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Exhibit 4.22

Ratio of Other White and All Other Certificated Personnel 1970-71 versus 1971-72

Zone		1970-71		1971-72		Percentage Point Change
		No.	%	No.	%	
I	Other White	227	79.9	213	79.5	-.4
	All Others	57	20.1	55	20.5	+.4
II	Other White	171	77.0	192	75.6	-1.4
	All Others	51	23.0	62	24.4	+1.4
III	Other White	356	75.7	331	73.9	-1.8
	All Others	114	24.3	117	26.1	+1.8
IV	Other White	272	77.7	261	76.3	-1.4
	All Others	78	22.3	81	23.7	+1.4
V	Other White	354	86.3	320	79.0	-7.3
	All Others	56	13.7	85	21.0	+7.3
VI	Other White	176	87.6	166	82.2	-5.4
	All Others	25	12.4	36	17.8	+5.4
VII	Other White	147	80.3	159	76.1	-4.2
	All Others	36	19.7	50	23.9	+4.2
Total	Other White	1703	80.0	1642	77.2	-2.8
	All Others	417	20.0	486	22.8	+2.8

Certificated personnel whose ethnic background are unknown are not included.

Exhibit 4.23

Comparison of Ethnic Estimates of Certificated Staff
Elementary School Zone Summaries
1970-71 versus 1971-72

	SS	OW	N/B	C	J	K	AI	F	OTH	UNK	TOTAL
ZONE I											
1970-71											
PRIMARY	2	126	19	8	6			1		3	165
%	1	76	11	5	4			1		2	100
INTERMEDIATE	2	101	9	4	5			1		2	124
%	2	81	7	3	4			1		2	100
TOTAL	4	227	28	12	11			2		5	289
%	1	78	10	4	4			1		2	100
1971-72											
PRIMARY	2	117	12	10	4					6	151
%	1	77	8	7	3					4	100
INTERMEDIATE	2	96	10	7	5			2	1	8	131
%	2	73	7	5	4			2	1	6	100
TOTAL	4	213	22	17	9			2	1	14	282
%	1	76	8	6	3			1		5	100
ZONE II											
1970-71											
PRIMARY		102	9	15	4					2	132
%		77	7	11	3					2	100
INTERMEDIATE	1	69	14	6	1			1		1	93
%	1	75	15	6	1			1		1	100
TOTAL	1	171	23	21	5			1		3	225
%	1	76	10	9	2			1		1	100
1971-72											
PRIMARY		112	10	16	4				1	2	145
%		77	7	11	3				1	1	100
INTERMEDIATE	1	80	16	12	1			1		4	115
%	1	70	14	10	1			1		3	100

Exhibit 4.23 (Cont'd)

Comparison of Ethnic Estimates of Certificated Staff
Elementary School Zone Summaries
1970-71 versus 1971-72

	SS	OW	N/B	C	J	K	AI	F	QNW	JNR	TOTAL
TOTAL	1	192	26	28	5			1	1	6	260
%		74	10	11	2					3	100
ZONE III											
1970-71											
PRIMARY	8	214	20	35	3			3	2	7	292
%	3	73	7	12	1			1	1	2	100
INTERMEDIATE	4	121	7	18	5			3		6	164
%	2	74	4	11	3			2		4	100
ZONE SCHOOLS CLOSED	1	21	3	1					1	3	30
TOTAL	13	356	30	54	8			6	3	16	486
%	3	73	6	11	2			1	1	3	100
1971-72											
PRIMARY	11	204	22	31	6			5	3	13	295
%	4	69	7	11	2			2	1	4	100
INTERMEDIATE	5	127	15	16				2	1	21	187
%	3	68	8	8				1	1	11	100
TOTAL	16	331	37	47	6			7	4	34	482
%	3	69	8	10	1			1	1	7	100
ZONE IV											
1970-71											
PRIMARY	3	157	15	3	3			3	2	1	187
%	2	83	8	2	2			2	1	1	101
INTERMEDIATE	3	115	34	9	1		1	1		3	167
%	2	69	20	5	1		1	1		2	101
TOTAL	6	272	49	12	4		1	4	2	4	354
%	2	77	14	3	1			1	1	1	100

Exhibit 4.23 (Cont'd)

Comparison of Ethnic Estimates of Certificated Staff
Elementary School Zone Summaries
1970-71 versus 1971-72

1971-72	SS	OW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
PRIMARY	6	151	20	5	3	1		4	1	6	197
%	3	77	10	2	2	1		2	1	3	101
INTERMEDIATE	5	110	21	7	2			4	2	14	165
%	3	67	13	4	1			2	1	9	100
TOTAL	11	261	41	12	5	1		8	3	20	362
%	3	72	11	3	1			3	1	6	100
ZONE V											
1970-71											
PRIMARY	1	205	7	4	1				1		219
%		94	3	2							99
INTERMEDIATE	2	132	23	9				1		7	174
%	1	76	13	5				1		4	100
ZONE SCHOOL CLOSED		17	6	1						1	25
TOTAL	3	354	36	14	1		1		1	8	418
%	1	85	9	3						2	100
1971-72											
PRIMARY	6	201	17	9	1			2		6	242
%	2	83	7	4	1			1		2	100
INTERMEDIATE	6	119	32	5	3			4		14	183
%	3	65	17	3	2			2		8	100
TOTAL	12	320	49	14	4			6		20	425
%	3	75	12	3	1			1		5	100
ZONE VI											
1970-71											
PRIMARY	2	114	9		1					2	128
%	2	89	7		1					2	101

Exhibit 4.23 (Cont'd)
Comparison of Ethnic Estimates of Certificated Staff
Elementary School Zone Summaries
1970-71 versus 1971-72

	SS	OW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
INTERMEDIATE	2	62	8	1	1			1		1	76
%	3	82	11	1	1			1		1	100
TOTAL	4	176	17	1	2			1		3	204
%	2	86	8	1	1			1		1	100
1971-72											
PRIMARY	3	96	11	3	1					6	120
%	3	80	9	3	1					5	101
INTERMEDIATE	2	70	11	1	3			1		4	92
%	2	76	12	1	3			1		4	99
TOTAL	5	166	22	4	4			1		10	212
%	2	78	10	2	2			1		5	100
ZONE VII											
1970-71											
PRIMARY	3	78	13	8	2		1	1		2	108
%	3	72	12	7	2		1	1		2	100
INTERMEDIATE	1	62	3		1			1			68
%	1	91	5		1			1			99
ZONE SCHOOL CLOSED	1	7			1						9
TOTAL	5	147	16	8	4		1	2		2	185
%	3	79	9	4	2		1	1		1	100
1971-72											
PRIMARY	4	83	8	12	3				1	4	115
%	3	72	7	11	3				1	3	100
INTERMEDIATE	3	76	14	1	3			1		4	102
%	3	75	14	1	3			1		4	101
TOTAL	7	159	22	13	6			1	1	8	217
%	3	73	10	6	3			1	1	3	100

Exhibit 4.24

Comparison of Ethnic Estimates of Certificated Staff
Individual Elementary Schools
1970-71 versus 1971-72
Zone I

PRIMARY		SS	OW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
Alamo	'70-'71	1	21		1	2						25
	%	4	84		4	8						100
	'71-'72	1	19		1	2					2	25
	%	4	76		4	8					8	100
A. Jackson	'70-'71		13	5	1	1						20
	%		65	25	5	5						100
	'71-'72		10	4	2						1	17
	%		59	24	12						6	101
Argonne	'70-'71		20	1	2	1						24
	%		83	4	8	4						99
	'71-'72		10	1	3							14
	%		71	7	21							99
F. McCoppin	'70-'71		16	1	1	1						19
	%		84	5	5	5						99
	'71-'72		19	1	1	1						22
	%		86	5	5	5						101
G. Peabody	'70-'71		11	1	2	1			1			16
	%		69	6	13	6			6			100
	'71-'72		14		2							16
	%		88		13							101
Golden Gate	'70-'71	1	23	10							3	37
	%	3	62	27							8	100
	'71-'72	1	24	4							3	32
	%	3	75	13							9	100
Sutro/ Annex	'70-'71		22	1	1							24
	%		92	4	4							100
	'71-'72		21	2	1	1						25

Exhibit 4.24 (Cont'd)

Comparison of Ethnic Estimates of Certoficated Staff
Individual Elementary Schools
1970-71 versus 1971-72
Zone I

		SS	OW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
Sutro/ Annex	%		84	8	4	4						100
PRIMARY TOTAL	'70-'71	2	126	19	8	6			1		3	165
	%	1	76	12	5	4			1		2	101
	'71-'72	2	117	12	10	4					6	151
	%	1	77	8	7	3					4	100
INTERMEDIATE												
Anza	'70-'71		19									19
	%		100									100
	'71-'72		18	2	1						1	22
	%		82	9	5						5	101
Cabrillo	'70-'71		14	3		2						19
	%		71	16		11						98
	'71-'72		12	2		2					1	17
	%		71	12		12					6	101
F.S. Key	'70-'71		26	2							1	29
	%		90	7							3	100
	'71-'72		21	2	1						1	25
	%		84	8	4						4	100
Geary	'70-'71	1	8	1		1						11
	%	9	73	9		9						100
	'71-'72	1	9			1			1		1	13
	%	8	69			8			8		8	101
Lafayette	'70-'71	1	21	2	3	2			1		1	31
	%	3	68	6	10	6			3		3	99
	'71-'72	1	22	2	4	2			1	1	3	36
	%	3	61	6	11	6			3	3	8	101

Exhibit 4.24 (Cont'd)

Comparison of Ethnic Estimates of Certificated Staff
Individual Elementary Schools
1970-71 versus 1971-72

Zone I

		SS	OW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
Madison	'70-'71		13	1	1							15
	%		87	7	7							101
	'71-'72		14	2	1						1	18
	%		78	11	6						6	101
INTERMEDIATE TOTAL												
	'70-'71	2	101	9	4	5			1		2	124
	%	2	81	7	3	4			1		2	100
	'71-'72	2	96	10	7	5			2	1	8	131
	%	2	73	8	5	4			2	1	6	101
ZONE TOTAL	'70-'71	4	227	28	12	11			2		5	289
	%	1	79	10	4	4			1		2	101
	'71-'72	4	213	22	17	9			2	1	14	282
	%	1	76	8	6	3			1		5	100

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* All certificated Staff appearing on the school payroll as of October, 1970 and December, 1971

Exhibit 4.24 (Cont'd)

Comparison of **Ethnic** Estimates of Certificated Staff
Individual Elementary Schools
1970-71 versus 1971-72
Zone II

PRIMARY		SS	CW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
Emerson	'70-'71		11	4	1	2						18
	%		61	22	6	11						100
	'71-'72		15	2	1	1						19
	%		79	11	5	5						100
Garfield	'70-'71		13	2	3							18
	%		72	11	17							100
	'71-'72		12	1	5							18
	%		67	6	28							101
Hancock	'70-'71		17		3							20
	%		85	15								100
	'71-'72		13	2								15
	%		87		13							100
John Swett	'70-'71		10	2	2	1					1	16
	%		63	13	13	6					6	101
	'71-'72		8	3	2							13
	%		62	23	15							100
Pacific Heights (1)	'70-'71		18		1	1						20
	%		90		5	5						100
	'71-'72		25	2	1	2						30
	%		83	7	3	7						100
S. B. Cooper	'70-'71		11		4							15
	%		73		27							100
	'71-'72		11	1	3							15
	%		73	7	20							100
Treasure Island (2)	'70-'71		12		1						1	14
	%		86	7							7	100
	'71-'72		17	1	2					1	1	22

Exhibit 4.24 (Cont'd)

Comparison of **Ethnic** Estimates of Certificated Staff
Individual Elememtary Schools
1970-71 versus 1971-72
Zone II

		SS	OW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
Treasure Island	%		77	5	9					5	5	101
Yerba Buena	'70-'71		10	1								11
	%		91	9								100
	'71-'72		11			1					1	13
	%		85			8					8	101
PRIMARY TOTAL	'70-'71		102	9	15	4					2	132
	%		77	7	11	3					2	100
	'71-'72		112	10	16	4				1	2	145
	%		77	7	11	3				1	1	100
INTERMEDIATE												
Raphael Weill	'70-'71		21	13	2	1			1			38
	%		55	34	5	3			3			100
	'71-'72		24	10	4	1			1		3	43
	%		56	23	9	2			2		7	99
Sherman	'70-'71	1	22		3							26
	%	4	85		12							101
	'71-'72	1	26	2	7							36
	%	3	72	6	19							100
Treasure Island Annex (3)	'70-'71		8		1						1	10
	%		80		10						10	100
	'71-'72		12	1	1							14
	%		86	7	7							100
Winfield Scott	'70-'71		18	1								19
	%		95	5								100
	'71-'72		18	3							1	22
	%		82	14							5	101

Exhibit 4.24 (Cont'd)

Comparison of **Ethnic** Estimates of Certificated Staff
Individual Elementary Schools
1970-71 versus 1971-72
Zone II

		SS	OW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
INTERMEDIATE TOTAL	'70-'71	1	69	14	6	1			1		1	93
	%	1	74	15	6	1			1		1	99
	'71-'72	1	80	16	12	1			1		4	115
	%	1	70	14	10	1			1		3	100
ZONE TOTAL	'70-'71	1	171	23	21	5			1		3	225
	%	1	76	10	9	2			1		1	100
	'71-'72	1	192	26	28	5			1	1	6	260
	%		74	10	11	2					2	99

(1) 1970-1971 data is for Grant School.
(2) 1970-1971 and 1971-72 data are for 3/5 of Treasure Island and Main and Annex.
(3) 1970-1971 and 1971-72 data are for 2/5 of Treasure Island Main and Annex.

Exhibit 4.24 (Cont'd)

Comparison of Ethnic Estimates of Certificated Staff
Individual Elementary Schools
1970-71 versus 1971-72
Zone III

PRIMARY		SS	OW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
Alvarado	'70-'71		24		1					1	1	27
	%		89		4					4	4	101
	'71-'72		24	1	3					1		29
	%		83	3	10					3		99
Bryant	'70-'71		17		1	1						19
	%		89		5	5						99
	'71-'72	1	17			2			1			21
	%	5	81			10			5			101
Buena Vista	'70-'71	3	11	1		1					1	17
	%	18	65	6		6					6	101
	'71-'72	4	10	1		2					2	19
	%	21	53	5		11					11	101
Comm.Stockton	'70-71	1	35	1	17					1	1	56
Annex 1 Annex II	%	2	63	2	30					2	2	101
	'71-'72	1	31	2	12				1		4	51
	%	2	61	4	24				2		8	101
Douglas	'70-'71	1	8	1	1				1			12
	%	8	67	8	8				8			99
	'71-'72		11	1	1				1	1		15
	%		73	7	7				7	7		101
Hawthorne	'70-71		28	1	1				2		2	34
	%		82	3	3				6		6	100
	'71-'72		30	2	1				2		3	38
	%		79	5	3				5		8	100
I.M. Scott	'70- '71		2	3	1							6
	%		33	50	17							100
	'71-'72		5			1						8

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Exhibit 4.24 (Cont'd)

Comparison of Ethnic Estimates of Certificated Staff
Individual Elementary Schools
1970-71 versus 1971-72
Zone III

		SS	OW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
	%		63	25		13						101
Jean Parker	'70-'71		18		7							25
	%		72		28							100
	'71-'72		18	1	5							24
	%		75	4	20							99
John Muir	'70-'71		31	12	1	1						45
	%		69	27	2	2						100
	'71-'72		22	9	1	1					1	34
	%		65	26	3	3					3	100
Marshall	'70-'71	3	17	1							2	23
	%	13	74	4							9	100
	'71-'72	5	16	2	1					1	3	28
	%	18	57		4					4	11	101
Spring Valley	'70-'71		23	5								28
	%		82	18								100
	'71-'72		20	1	7							28
	%		71	4	25							100
Primary Total	'70-'71	8	214	20	35	3			3	2	7	292
	%	3	73	7	12	1			1	1	2	100
	'71-'72	11	204	22	31	6			5	3	13	295
	%	4	69	7	11	2			2	1	4	100
INTERMEDIATE												
Bessie Carmichael	'70-'71	3	18	3	1				2			27
	%	11	67	11	4				7			100
	'71-'72	1	17	2	1						2	23
	%	4	74	9	4						9	100
Buena Vista Annex	'70-'71	-	-	-	-	-	-	-		-	-	-

Exhibit 4.24 (Cont'd)

Comparison of Ethnic Estimates of Certificated Staff
Individual Elementary Schools
1970-71 versus 1971-72
Zone III

		SS	OW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
Buena Vista Annex	%	-	-	-	-	-	-	-	-	-	-	-
	'71-'72	1	9	1					1		2	14
	%	7	64	7					7		14	99
Daniel Webster	'70-'71		20	2	1	3						26
	%		77	8	4	12						101
	'71-'72		15	6	1							22
	%		68	27	5							100
Edison	'70-'71	1		26	3	1					1	32
	%	3	81		9	3					3	99
	'71-'72	2	26	1	2						5	36
	%	6	72	3	6						14	101
P. Henry	'70-'71		18						1		3	22
	%		82						5		14	101
	'71-'72		18						1		3	22
	%		82						5		14	101
Redding	'70-'71		10		4							14
	%		71		29							100
	'71-'72		15		3						2	20
	%		75		15						10	100
Starr King	'70-'71		20	2	3						2	27
	%		74	7	11						7	99
	'71-'72	1	14	4	5					1	5	30
	%	3	47	13	17					3	17	100
W. Irving	'70-'71		9		6	1						16
	%		56		38	6						100
	'71-'72		13	1	4						2	20
	%		65	5	20						10	100

Exhibit 4.24 (Cont'd)

Comparison of Ethnic Estimates of Certificated Staff
Individual Elementary Schools
1970-71 versus 1971-72
Zone III

		SS	OW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
INTERMEDIATE TOTAL	'70-'71	4	121	7	18	5			3		6	164
	%	2	74	4	11	3			2		4	100
	'71-'72	5	127	15	16				2	1	21	187
	%	3	68	8	9				1	1	11	101
ZONE SCHOOLS CLOSED												
Lincoln	'70-'71		3	1								4
	%		75	25								100
Marshall Annex	'70-'71	1	18	2	1					1	3	26
	%	4	69	8	4					4	12	101
ZONE SCHOOLS CLOSED TOTAL												
	'70-'71	1	21	3	1					1	3	30
		3	70	10	3					3	10	99
ZONE TOTAL	'70-'71	13	356	30	54	8			6	3	16	486
	%	3	73	6	11	2			1	1	3	100
	'71-'72	16	331	37	47	6			7	4	34	482
	%	3	69	8	10	1			1	1	7	100

Exhibit 4.24 (Cont'd)

Comparison of **Ethnic** Estimates of Certificated Staff
Individual Elementary Schools
1970-71 versus 1971-72

Zone IV

PRIMARY	SS	OW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
Fairmount '70-'71		26			2			1	1		30
%		87			7			3	3		100
'71-'72	1	26	1		1	1		2			32
%	3	81	3		3			6			96
Glen Park '70-'71		17	1							1	19
%		89	5							5	99
'71-'72	1	12	2							2	17
%	6	71	12							12	101
Hunters Pt II '70-'71		11	6								17
%		65	35								100
'71-'72		8	6					1			15
%		53	40					7			100
J.S.Serra '70-'71	2	22	4					2			30
%	7	73	13					7			100
'71-'72	2	24	3	1				1			31
%	6	77	10	3				3			99
Kate Kennedy '70-'71		16									16
%		100									100
'71-'72		14	1	1							16
%		88	6	6							100
Miraloma '70-'71		19									19
%		100									100
'71-'72		20	1							1	22
%		91	5							5	101
Paul Revere Annex (1) '70-'71	1	14	2	2					1		20
%	5	70	10	10					5		100
'71-'72	1	14	2	2						1	20

Exhibit 4.24 (Cont'd)

Comparison of **Ethnic** Estimates of Certificated Staff
Individual Elementary Schools
1970-71 versus 1971-72
Zone IV

		SS	OW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
Paul Revere Annex	%	5	70	10	10						5	100
Sir F. Drake Annex (2)	'70-'71		8	2	1							11
	%		73	18	9							100
	'71-'72	1	7	2	1						2	13
	%	8	54	15	8						15	100
West Portal	'70-'71		24			1						25
	%		96			4						100
	'71-'72		26	2		2				1		31
	%		84	6		6				3		99
PRIMARY TOTAL	'70-71	3	157	15	3	3			3	2	1	187
	%	2	83	8	2	2			2	1	1	101
	'71-'72	6	151	20	5	3	1		4	1	6	197
	%	3	77	10	2	2	1		2	1	3	101
INTERMEDIATE												
Burnett	'70-'71		17	10								27
	%		63	37								100
	'71-'72	1	17	6					1		4	29
	%	3	59	21					3		14	100
Diamond Heights	'70-'71		18								1	19
	%		95								5	100
	'71-'72	1	21	1	1						2	26
	%	4	81	4	4						8	101
Jedediah Smith	'70-'71		18	17	2				1		1	39
	%		46	44	5				3		3	101
	'71-'72		14	8	1				2		1	26
	%		54	31	4				8		4	101

Exhibit 4.24 (Cont'd)

Comparison of Ethnic Estimates of Certificated Staff
Individual Elementary Schools
1970-71 versus 1971-72
Zone IV

	SS	OW	N/B	C	J	K	AJ	F	ONW	UNK	TOTAL
Le Conte '70-'71	3	35	2	2			1				43
%	7	81	5	5			2				100
'71-'72	2	31	1	2				1		2	39
%	5	79	3	5				3		5	100
Paul Revere (3)											
'70-'71		13	1	2	1						17
%		76	6	12	6						100
'71-'72		12	1	2	2					1	18
%		67	6	11	11						95
Sir F. Drake (4) '70-'71		14	4	3						1	22
%		64	18	14						5	101
'71-'72	1	15	4	1					1	5	27
%	4	55	15	4						19	101
INTERMEDIATE TOTAL '70-'71	3	115	34	9	1		1	1		3	167
%	2	69	20	5	1		1	1		2	101
'71-'72	5	110	21	7	2			4	2	14	165
%	3	67	13	4	1			2	1	8	99
ZONE TOTAL '70-'71	6	272	49	12	4		1	4	2	4	354
%	2	77	14	3	1			1	1	1	100
'71-'72	11	261	41	12	5	1		8	3	20	362
%	3	72	11	3	1			2	1	6	99

(1) 1970-71 and 1971-72 data are for 8/15 of Paul Revere Main and Annex.
(2) 1970-71 data is for 1/3 of Sir Francis Drake Main and Annex.
(3) 1970-71 data is for 7/15 of Paul Revere Main and Annex.
(4) 1970-71 data is for 2/3 of Sir Francis Drake Main and Annex.

Exhibit 4.24 (Cont'd)
Comparison of Ethnic Estimates of Certificated Staff
Individual Elementary Schools
1970-71 versus 1971-72
Zone V

PRIMARY	SS	OW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
Candlestick Cove '70-'71		14			1						15
%		93			7						100
'71-'72		14	1	1						1	17
%		82	6	6						6	100
Cleveland '70-'71		18									18
%		100									100
'71-'72		15	2							1	18
%		83	11							6	100
Comm. Sloat '70-'71		31	1							1	33
%		94	3								97
'71-'72		26	3	1							30
%		87	10	3							100
E.R. Taylor '70-'71		24		2							26
%		92		8							100
'71-'72	3	25	1	2				2		1	34
%	9	74	3	6				6		3	101
El Dorado '70-'71		15	1								16
%		94	6								100
'71-'72		17	2	1						1	21
%		81	10	5						5	101
Hillcrest '70-'71		22	1	1							24
%		92	4	4							100
'71-'72	1	24	2	2						2	31
%	3	77	7	7						7	101
Long Fellow '70-'71		22									22
%		100									100
'71-'72		19									19

Exhibit 4.24 (Cont'd)

Comparison of Ethnic Estimates of Certificated Staff
Individual Elementary Schools
1970-71 versus 1971-72
Zone V

		SS	OW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
Long Fellow												
	%		100									100
Navy School/ Hunters Pt.	'70-'71	1	4									5
	%	20	80									100
	'71-'72	1	6									7
	%	14	86									100
Parkside	'70-'71		20									20
	%		100									100
	'71-'72		19	1	1							21
	%		90	5	5							100
San Miguel	'70-'71		18	4	1							23
	%		78	17	4							99
	'71-'72		21	4	1							26
	%		81	15	4							100
Sunnyside	'70-'71		17									17
	%		100									100
	'71-'72	1	15	1		1						18
	%	6	83	6		6						101
PRIMARY TOTAL	70-'71	1	205	7	4	1				1		219
	%		94	3	2							99
	'71-'72	6	201	17	9	1			2		6	242
	%	2	83	7	4				1		2	99
INTERMEDIATE												
Bret Harte	'70-'71	1	17	9	2						2	31
	%	3	55	29	6						6	99
	'71-'72	3	13	9	2	1			2		4	34
	%	9	38	26	6	3			6		12	100

Exhibit 4.24 (Cont'd)

Comparison of Ethnic Estimates of Certificated Staff
Individual Elementary Schools
1970-71 versus 1971-72
Zone V

		SS	OW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
Excelsior (1)	'70-'71		22	1	1							24
	%		92	4	4							100
	'71-'72		9								1	10
	%		90								10	100
Fremont	'70-'71		11	5	1						2	19
	%		58	26	5						11	100
	'71-'72		9	7							3	19
	%		47	37							16	100
Guadalupe	'70-'71		18	1								19
	%		95	5								100
	'71-'72	2	19	2							1	24
	%	8	79	8							4	99
John McLaren	'70-'71	1	23	4	2			1			1	32
	%	3	72	13	6			3			3	100
	'71-'72	1	21	9	1	1					1	34
	%	3	62	26	3	3					3	100
Monroe (2)	'70-'71 %		14									14
	%		100									100
	'71-'72		17	2	1	1			1		1	23
	%		74	9	4	4			4		4	99
Visit. Valley Annex	'70-'71		27	3	3						2	35
	%		77	9	9						6	101
	'71-'72		31	3	1				1		3	39
	%		79	8	3				3		8	101
INTERMEDIATE TOTAL	'70-'71	2	132	23	9				1		7	174
	%	1	76	13	5				1		4	100

Exhibit 4.24 (Cont'd)

Comparison of Ethnic Estimates of Certificated Staff
Individual Elementary Schools
1970-71 versus 1971-72
Zone V

	SS	OW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
'71-'72	6	119	32	5	3			4		14	183
%	3	65	17	3	2			2		8	100
ZONE SCHOOL CLOSED											
Bayview '70-'71		17	6	1						1	25
%		68	24	4						4	100
ZONE TOTALS '70-'71	3	354	36	14	1		1		1	8	418
%	1	85	9	3						2	100
'71-'72	12	320	42	14	4			6		20	425
%	3	75	12	3	1			1		5	100

(1) 1970-71 data is for 3/8 of Excelsior/Monroe.

(2) 1970-71 data is for 5/8 of Excelsior/Monroe

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Exhibit 4.24 (Cont'd)
Comparison of Ethnic Estimates of Certificated Staff
Individual Elementary Schools
1970-71 versus 1971-72
Zone VI

Primary		SS	OW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
Farragut	'70-'71	1	24	2		1						28
	%	4	86	7		4						101
	'71-'72	2	16	2							1	21
	%	10	76	10							5	101
Lakeshore	'70-'71		20									20
	%		100									100
	'71-'72		24								1	25
	%		96								4	100
Noriega	'70-'71	1	6									7
	%	14	86									100
	'71-'72	1	7	1								9
	%	11	78	11								11
P.A. Hearst	'70-'71		7									7
	%		100									100
	'71-'72		6		1							7
	%		86		14							100
R.L.Stevenson	'70-71		18								1	19
	%		95								5	100
	'71-'72		16	1	1						1	19
	%		84	5	5						5	99
Sheridan	'70-'71		21	6								27
	%		78	22								100
	'71-'72		19	6							1	26
	%		73	23							4	100
Ulloa	'70-'71		18	1							1	20
	%		90	5							5	100
	'71-'72		8	1	1	1					2	13

Exhibit 4.24 (Cont'd)

Comparison of **Ethnic** Estimates of Certificated Staff
Individual Elementary Schools
1970-71 versus 1971-72
Zone VI

		SS	OW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
Ulloa	%		62	8	8	8					15	101
Primary Total	'70-'71	2	114	9		1					2	128
	%	2	89	7		1					2	101
	'71-'72	3	96	11	3	1					6	120
	%	3	80	9	3	1					5	101
Intermediate												
Frederic Burk	'70-'71	–	–	–	–	–	–	–	–	–	–	–
	%	–	–	–	–	–	–	–	–	–	–	–
	'71-'72	1	13	2		1					2	19
	%	5	68	11		5					11	100
Lawton	'70-'71		28	1	1	1						31
	%		90	3	3	3						99
	'71-'72		28	2		2					1	33
	%		85	6		6					3	100
Mark Twain	'70-'71		13	1					1			15
	%		87	7					7			101
	'71-'72		13	2					1			16
	%		81	3					6			100
Ortega	'70-'71	2	21	6							1	30
	%	7	70	20							3	100
	'71-'72	1	16	5	1						1	24
	%	4	67	21	4						4	100
Intermediate Total	'70-'71	2	62	8	1	1			1		1	76
	%	3	82	11	1	1			1		1	100
	'71-'72	2	70	11	1	3			1		4	92
	%	2	76	12	1	3			1		4	99

Exhibit 4.24 (Cont'd)

Comparison of Ethnic Estimates of Certificated Staff
Individual Elementary Schools
1970-71 versus 1971-72
Zone VI

	SS	OW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
Zone Total'70-'71	4	176	17	1	2			1		3	204
%	2	86	8	1	1			1		1	100
'71-'72	5	166	22	4	4			1		10	212
%	2	78	10	2	2					5	99

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Exhibit 4.24 (Cont'd)
Comparison of Ethnic Estimates of Certificated Staff
Individual Elementary School
1970-71 versus 1971-72
Zone VII

		SS	OW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
Dudley Stone	'70-'71		25	1	2						1	29
	%		86	3	7						3	99
	'71-'72	1	23	2	4	1					1	32
	%	3	72	6	13	3					3	100
Mckinley	'70-'71		19	7	4	1		1			1	33
	%		58	21	12	3		3			3	100
	'71-'72		19	3	5						1	28
	%		68	11	18						4	101
Sanchez	'70-'71	3	24	2	1	1			1			32
	%	9	75	6	3	3			3			99
	'71-'72	3	25	3	1	1				1	2	36
	%	8	69	8	3	3				3	6	100
Twin Peaks	'70-'71		10	3	1							14
	%		71	21	7							99
	'71-'72		16		2	1						19
	%		84		11	5						100
Primary Total	'70-'71	3	78	13	8	2		1	1			108
	%	3	72	12	7	2		1	1		2	100
	'71-'72	4	83	8	12	3				1	4	115
	%	3	72	7	10	3				1	3	99
Intermediate												
Clarendon	'70-'71		16			1						17
	%		94			6						100
	'71-'72	1	13	2							2	18
	%	6	72	11							11	100

Exhibit 4.24 (Cont'd)

Comparison of Ethnic Estimates of Certificated Staff
Individual Elementary School
1970-71 versus 1971-72
Zone VII

		SS	OW	N/B	C	J	K	AI	F	ONW	UNK	TOTAL
Columbus	'70-'71		11						1			12
	%		92						8			100
	'71- '72		11	2	1	1					1	16
	%		69	13	6	6					6	100
Grattan	'70-'71	-	-	-	-	-	-	-	-	-	-	-
	%	-	-	-	-	-	-	-	-	-	-	-
	'71-'72	1	17	3		1			1			23
	%	4	74	13		4			4			99
Jefferson	'70-'71		19	2								21
	%		90	10								100
	'71-'72	1	17	4		1						23
	%	4	74	17		4						99
Laguna Honda	'70-'71	1	16	1								18
	%	6	89	6								101
	'71-'72		18	3							1	68
	%		82	14							5	101
Intermediate Total	'70-'71	1	62	3		1			1			68
	%	1	91	5		1			1			99
	'71-'72	3	76	14	1	3			1		4	102
	%	3	75	14	1	3			1		4	101
Zone School Closed												
	'70-'71	1	7			1						9
		11	78			11						100
Zone Total	'70-'71	5	147	16	8	4		1	2		2	185
	%	3	79	9	4	2		1	1		1	100
	'71-'72	7	159	22	13	6			1	1	8	217
	%	3	73	10	6	3					4	99

Exhibit 4.25

Summary of Changes in Certificated Staff Ethnic Relationships
Elementary Schools
1970-71 versus 1971-72

	Affect on Ethnic Relationships			
Zone	Improvement	Lack of Improvement	Relative Status Quo	Total
1	9	3	1	13
II	7	4	1	12
III	11	6	1	18
IV	12	2	2	16
V	14	3	1	18
VI	10			10
VII	6	2		8
Total	69	20	6	95
%	72.6%	21.1%	6.3%	100.0%

DISCUSSION

Exhibit 4.21 compares the numbers and percents of certificated employees in the nine ethnic categories in the elementary schools of the San Francisco Unified School District during 1970-71 and 1971-72. The percent of Other Whites declined 5.5% while the percents in all other ethnic groups, excepting Korean and American Indian whose numbers are negligible, rose between .2% and .8%. The 112 "Unknowns" during 1971-72 were almost all new employees and because of the school district's affirmative action policy it is probably safe to assume that at least half of these would fall into ethnic groups other than Other White.

It is particularly interesting to note that while the percent of Other Whites in the primary grades declined 3.7% it dropped 7.0% in the intermediate grades. This is probably due to the desire of teachers, especially under desegregation, to teach in the primary grades. Since the largest number of Other White teachers have seniority vis a vis transfer rights they secured more of the positions in the primary grades.

The ratio of Other White to all other certificated employees, Exhibit 4.22, showed increases in the percents of "All Other" employees in all zones and in the elementary schools as a whole for the year 1971-72 as compared to the previous year. The percentage point change was greatest in Zones V, VI and VII perhaps because these zones had the highest percents of Other White staff, over 80%, in 1970-71. Zone VI still has the lowest percent of "All Other" employees. Zone VII has had the highest percent of "All Other" employees in both school years.

In scrutinizing the zone summaries (Exhibit 4.23) it can be observed, as previously noted, that Other Whites declined between 2% and 10% in all seven zones. On the other hand, Negro/Black increased between 1% and 4% except for a decline of 3% in Zone IV; Spanish Surnamed staffing patterns remained essentially the same except for increases of 1% in Zone IV and 2% in Zone V; Chinese certificated staff showed slight increases in four zones and a decline of 1% in one zone (III). The "Unknowns" factor, ranging from 2% to 5%, was noticeable in all zones.

Exhibit 4.24 details the ethnic composition of all elementary schools for both 1970-71 and 1971-72. The faculties of elementary schools are relatively small, averaging 22.8 persons, and ranging in size from seven to 51. Because of their limited size, shifts of one or two teachers in ethnic categories can bring substantial changes in ethnic percents in a school, more so in all the categories other than Other White. Then, too, the Unknowns factor can bring marked change in a school's ethnic percents.

While the results are largely judgemental, certain generalizations can be made as to the effectiveness of the attempt to desegregate the certificated staffs of the elementary schools (Exhibit 4.25). Almost three-fourths of the school faculties made positive changes moving toward ethnic averages approximating those of the elementary school totals. All Zones made substantial progress along these lines with Zone VI showing better balance in all schools in the Zone. Examples of the judgements made are cited below in all Zones and in almost all instances involving one primary and one intermediate school in each Zone.

ZONE	PRIMARY	INTERMEDIATE
I	Argonne Anza	George Peabody Golden Gate
II	Treasure Island Sherman	Emerson Treasure Island Annex
III	Buena Vista Edison	Douglas Bessie Carmichael
IV	Glen Park Diamond Heights	Junipero Serra Sir Francis Drake
V	Candlestick Cove Guadalupe	Hunters Point Navy School Bret Harte
VI	Farragut Mark Twain	
VII	Dudley Stone Clarendon	Sanchez Columbus

OBJECTIVE # 3

To assess the attendance of pupils in the SFUSD.

EVALUATION QUESTION

During the first year of the desegregation/integration program was there less absenteeism (as compared to the previous year) due to "illness and reasons other than illness?"[1]

Absenteeism by pupils in the elementary school years is usually regarded as a syndrome of future serious school and social problems.

Non-attendance results in:

1) individual social deprivation for the child.

2) loss of achievement in school with a greater potential of becoming a high school dropout.

3) legal problems involving child and parent.

4) loss of state funding for absences other than illness.

It is generally conceded that no amount of funding, prescriptive teaching, supplementary materials, counseling, medical and other services can raise the achievement level of the educationally disadvantaged child if he (or she) does not attend school regularly.

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[1] Absences for "reasons other than illness" (e.g. taking a trip, shopping, missing the bus, caring for younger children, participting in religious services, etc.) are not eligible for apportionment of state funds.

A worthwhile outcome of the desegregation/integration program would be an improved attendance profile for every child in each ethnic group. Consequently, a limited longitudinal attendance study was undertaken for third and sixth grade students only.

PROCEDURES

As of November 12, 1971 there were 5,277 third grade pupils in 57 primary schools and 5,890 sixth grade pupils in 40 intermediate schools in the City. A 20% random sampling of students in every third and sixth grade class in the City was obtained. These pupils were traced back to the schools they attended during their second and fifth grades, respectively, during the 1970-71 school year. Records were made of their absenteeism for the two years, 1970-71 (before desegregation/integration) and 1971-72 (after desegregation/integration).

It was not possible to follow every child's record for the two years because they were no longer in a District school due to one of the following reasons:

1) transferred to private or parochial schools

2) moved to other cities

3) left without transfer

Consequently, the final sample of 891 third grade and 1,012 sixth grade pupils represented a 17% random sample for each grade.

A record was made for each pupil in the sample, showing for both years (1970-71 and 1971-72):

1) the number of days absent due to illness

2) the number of days absent due to reasons other than illness

3) the total number of absences

For each one of the above types of absence, and separating bused and non-bused pupils, the records were tabulated by zone and by ethnic group. With this breakdown, the average number of days absent for each of these categories was determined within each grade level. Exhibits 4.31 and 4.32 report the results on a city-wide basis while exhibits in the Appendix, report the results by zone.

Also calculated, for each student, was the difference in the total number of days absent for 1971-72 above or below the total number of days absent in 1970-71. The results for third and sixth grade are combined in graph form in Exhibit 4.33.

DATA REPORTING AND ANALYSIS

Exhibit 4.31	Two-Year Comparison, Pre-Desegregation (1970-71) versus Post-Desegregation (1971-72) of Average Number of Days Absent for a 17% Random Sample of Third Grade Pupils in 57 Primary Schools by Racial/Ethnic Classification
Exhibit 4.32	Two -Year Comparison, Pre-Desegregation (1970-71) versus Post-Desegregation (1971-72) of Average Number of days Absent for a 17% Random Sample of Sixth Grade Pupils in 40 Intermediate Schools by Racial/Ethnic Classification
Exhibit 4.33	Graphic Representation of the Net Change in Absenteeism in 1971-72 as Compared to 1970-71 for Each Pupil of a Random 17% Sample of Third and Sixth Grade Pupils in 97 Elementary Schools

Exhibit 4.31

Two-Year Comparison, Pre-Desegregation (1970-71) versus Post-Desegregation (1971-72) of Average Number of Days Absent for a 17% Random Sample of Third Grade Pupils in 57 Primary Schools by Racial/Ethnic Classification

Type of Absence	SPANISH-SPEAKING/SURNAME									OTHER WHITE									NEGRO/BLACK								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 46	NB* N= 68	T* N= 114	B* N= 46	NB* N= 68	T* N= 114	B* N= 46	NB* N= 68	T* N= 114	B* N= 119	NB* N= 137	T* N= 256	B* N= 119	NB* N= 137	T* N= 256	B* N= 119	NB* N= 137	T* N= 256	B* N= 177	NB* N= 133	T* N= 310	B* N= 177	NB* N= 133	T* N= 310	B* N= 177	NB* N= 133	T* N= 310
Illness	10.1	11.4	10.9	10.8	10.0	10.3	+0.7	-1.4	-0.6	8.4	7.1	7.7	10.0	8.3	9.1	+1.6	+1.2	+1.4	9.2	9.7	9.4	10.1	7.5	9.0	+0.9	-2.2	-0.4
Other**	3.7	2.4	2.9	7.9	2.4	4.6	+4.2	0.0	+1.7	2.9	2.4	2.6	3.5	3.0	3.2	+0.6	+0.6	+0.6	5.8	4.1	5.1	6.2	3.6	5.1	+0.4	-0.5	0.0
TOTAL	13.8	13.8	13.8	18.7	12.4	14.9	+4.9	-1.4	+1.1	11.3	9.5	10.3	13.5	11.3	12.3	+2.2	+1.8	+2.0	15.0	13.8	14.5	16.3	11.1	14.1	+1.3	-2.7	-0.4

Type of Absence	ASIAN									OTHER NON-WHITE									TOTAL - ALL CLASSIFICATIONS								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 45	NB* N= 86	T* N= 131	B* N= 45	NB* N= 86	T* N= 131	B* N= 45	NB* N= 86	T* N= 131	B* N= 29	NB* N= 51	T* N= 80	B* N= 29	NB* N= 51	T* N= 80	B* N= 29	NB* N= 51	T* N= 80	B* N= 416	NB* N= 475	T* N= 891	B* N= 416	NB* N= 475	T* N= 891	B* N= 416	NB* N= 475	T* N= 891
Illness	6.5	5.8	6.0	6.2	6.3	6.3	-0.3	+0.5	+0.3	7.7	7.8	7.7	10.1	6.3	7.7	+2.4	-1.5	0.0	8.6	8.3	8.4	9.7	7.8	8.7	+1.1	-0.5	+0.3
Other**	0.5	1.1	0.9	2.4	0.7	1.3	+1.9	-0.4	+0.4	3.0	1.7	2.2	3.2	2.0	2.4	+0.2	+0.3	+0.2	4.0	2.5	3.2	5.0	2.5	3.7	+1.0	0.0	+0.5
TOTAL	7.0	6.9	6.9	8.6	7.0	7.6	+1.6	+0.1	+0.7	10.7	9.5	9.9	13.3	8.3	10.1	+2.6	-1.2	+0.2	12.6	10.8	11.6	14.7	10.3	12.4	+2.1	-0.5	+0.8

*B: Bused pupils NB: Non-bused pupils T: Total bused and non-bused pupils

**Other: Absence for "reasons other than illness"

Read: During 1970-71 for Other White pupils, 119 bused pupils had an average number of days absent for "illness" of 8.4, for "other reasons" 2.9, making a total of 11.3. For the 137 non-bused pupils the equivalent figures are 7.1, 2.4, and 9.5. For the total number (256), of bused and non-bused pupils, the figures are 7.7, 2.6, and 10.3, respectively. A similar reading would be made for 1971-72. The columns headed "Increase or Decrease" show, for bused pupils, an increase of 1.6 (10.0-8.4=+1.6) average number of days absent for illness, an increase of 0.6 (3.5-2.9=+0.6) for "other reasons," making a net of +2.2 days. A similar reading would be made for non-bused pupils and for the total of bused and non-bused pupils.

Exhibit 4.32

Two-Year Comparison, Pre-Desegregation (1970-71) versus Post-Desegregation (1971-72) of Average Number of Days Absent for a 17% Random Sample of Sixth Grade Pupils in 40 Intermediate Schools by Racial/Ethnic Classification

Type of Absence	SPANISH-SPEAKING/SURNAME									OTHER WHITE									NEGRO/BLACK								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 71	NB* N= 54	T* N= 125	B* N= 71	NB* N= 54	T* N= 125	B* N= 71	NB* N= 54	T* N= 125	B* N= 160	NB* N= 143	T* N= 303	B* N= 160	NB* N= 143	T* N= 303	B* N= 160	NB* N= 143	T* N= 303	B* N= 196	NB* N= 139	T* N= 335	B* N= 196	NB* N= 139	T* N= 335	B* N= 196	NB* N= 139	T* N= 335
Illness	8.4	10.6	9.4	9.6	9.7	9.7	+1.2	-0.9	+0.3	9.9	8.6	9.3	11.7	10.7	11.2	+1.8	+2.1	+1.9	8.0	8.9	8.4	8.1	7.3	7.8	+0.1	-1.6	-0.6
Other**	3.3	3.0	3.2	5.0	1.9	3.7	+1.7	-1.1	+0.5	2.2	2.3	2.2	3.6	2.9	3.2	+1.4	+0.6	+1.0	4.4	4.1	4.3	4.6	3.7	4.2	+0.2	-0.4	-0.1
TOTAL	11.7	13.6	12.6	14.6	11.6	13.4	+2.9	-2.0	+0.8	12.1	10.9	11.5	15.3	13.6	14.4	+3.2	+2.7	+2.9	12.4	13.0	12.7	12.7	11.0	12.0	+0.3	-2.0	-0.7

Type of Absence	ASIAN									OTHER NON-WHITE									TOTAL - ALL CLASSIFICATIONS								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 101	NB* N= 70	T* N= 171	B* N= 101	NB* N= 70	T* N= 171	B* N= 101	NB* N= 70	T* N= 171	B* N= 46	NB* N= 32	T* N= 78	B* N= 46	NB* N= 32	T* N= 78	B* N= 46	NB* N= 32	T* N= 78	B* N= 574	NB* N= 438	T* N= 1012	B* N= 574	NB* N= 438	T* N= 1012	B* N= 574	NB* N= 438	T* N= 1012
Illness	4.4	3.9	4.2	4.0	3.8	3.9	-0.4	-0.1	-0.3	6.1	5.6	5.9	8.4	8.0	8.3	+2.3	+2.4	+2.3	7.8	8.0	7.9	8.6	8.2	8.4	+0.8	+0.2	+0.5
Other**	0.9	0.5	0.7	1.6	0.7	1.2	+0.7	+0.2	+0.5	2.2	2.4	2.3	2.8	1.8	2.4	+0.6	-0.6	+0.1	2.9	2.6	2.8	3.7	2.6	3.2	+0.8	+0.0	+0.4
TOTAL	5.3	4.4	4.9	5.6	4.5	5.1	+0.3	+0.1	+0.2	8.3	8.0	8.2	11.2	9.8	10.7	+2.9	+1.8	+2.4	10.7	10.6	10.7	12.3	10.8	11.6	+1.6	+0.2	+0.9

*B: Bused pupils NB: Non-bused pupils T: Total bused and non-bused pupils

**Other: Absence for "reasons other than illness"

Read: During 1970-71 for Other White pupils, 160 bused pupils had an average number of days absent for "illness" of 9.9, for "other reasons" 2.2, making a total of 12.1. For the 143 non-bused pupils the equivalent figures are 8.6, 2.3, and 10.9. For the total number (303), of bused and non-bused pupils, the figures are 9.3, 2.2, and 11.5, respectively. A similar reading would be made for 1971-72. The columns headed "Increase or Decrease" show for bused pupils, an increase of 1.8 (11.7-9.9=+1.8) average number of days absent for illness, an increase of 1.4 (3.6-2.2=+1.4) for "other reasons," making a net of +2.9 days. A similar reading would be made for non-bused pupils and for the total of bused and non-bused pupils.

Exhibit 4.33

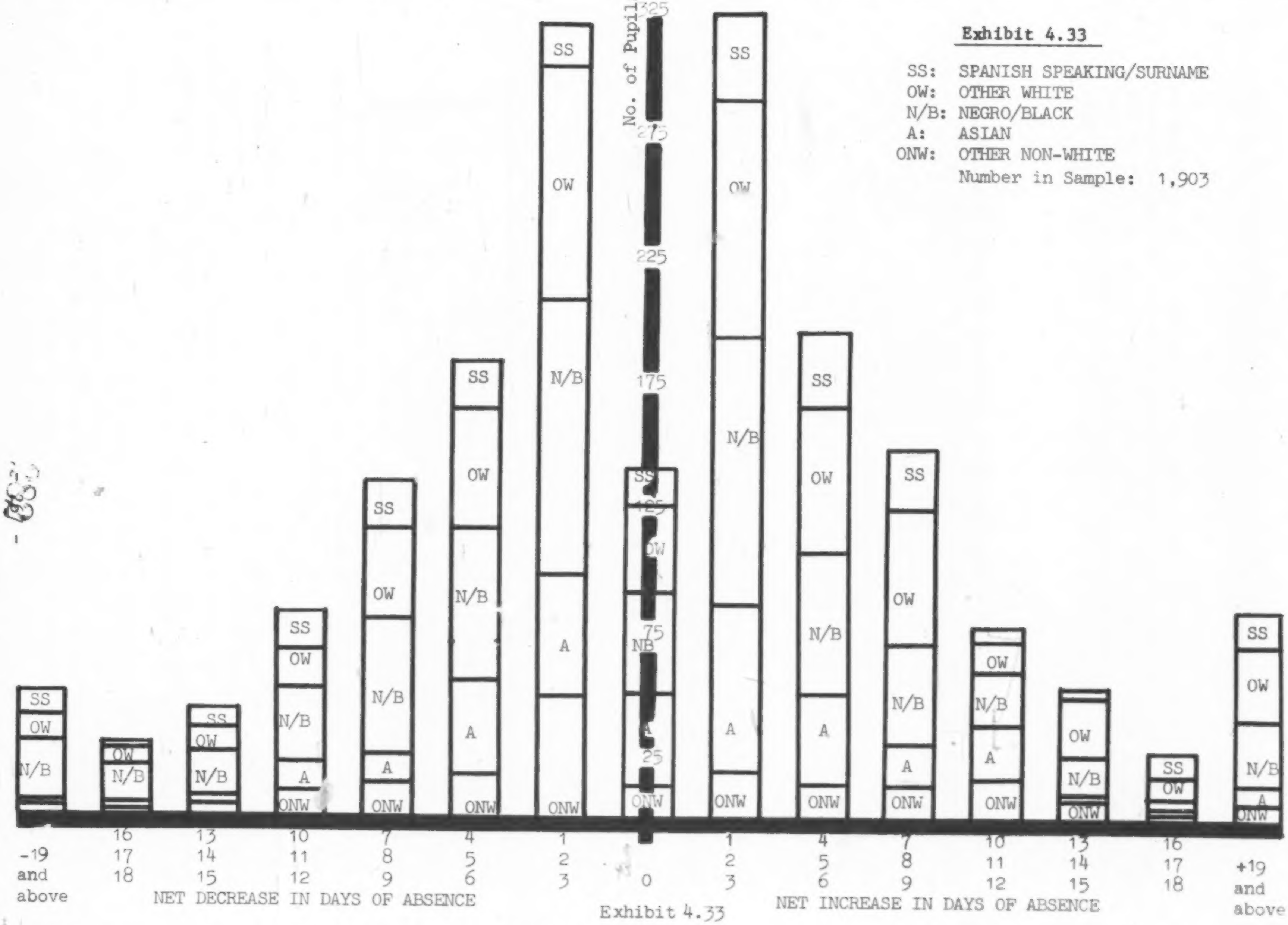

Exhibit 4.33

Graphic Representation of the Net Change in Absenteeism in 1971-72 as Compared to 1970-71 for Each Pupil of a Random 17% Sample of Third and Sixth Grade Pupils in 97 Elementary Schools.

DISCUSSION

It is important in looking at the results in the exhibits to realize that all references are related to pupils in the 17% random sample of pupils in the third and sixth grades only. Comparisons are made on the basis of one year of the desegregation/integration program except for Zone I which is in the second year of the program. Also, it should be noted that for all zones (except Zone I) the pupils were bused only for the 1971-72 school year and were attending their neighborhood school during 1970-71. The pupils in Zone I were bused for both years.

Third Grade. From Exhibit 4.31 it can be seen that, for all third grade pupils in the sample, there was an over-all increase in the average number of days absent of 0.8, with bused pupils accounting for an increase of 2.1 days while non-bused pupils absences actually decreased by 0.5 days. A marked decrease in absenteeism for Negro/Black pupils who walked to school should be observed - a decrease in absenteeism of 2.7 days on the average. The improved attendance pattern for this ethnic classification is particularly noticeable in Zones I, V, VI, and VII (see Appendix), with a decrease in absenteeism for both bused and non-bused pupils.

The striking attendance profile for the Asian group as compared to all other groups should be noted. They had significantly better attendance than other ethnic groups in every category for both years with an average number of total days absent of 6.9 (1970-71) and 7.6 (1971-72).

Ranking the ethnic groups in order of best attendance records in terms of the average number of total days absent the alignment is as follows:

Exhibit 4.34

Third Grade Attendance

1970-71	1971-72
Asian (6.9 days)	Asian (7.6 days)
Other Non-White (9.9 days)	Other Non-White (10.1 days)
Other White (10.3 days)	Other White (12.3 days)
Spanish Sp/Surname (13.8 days)	Negro/Black (14.1 days)
Negro/Black (14.5 days)	Spanish Sp/Surname (14.9 days)

Sixth Grade. Exhibit 4.32 indicates that for all sixth grade pupils in the sample there was an over-all increase in the average number of days absent of 0.9, with bused pupils accounting for an increase of 1.6 days, while non-bused pupils absences increased by 0.2 days. As in the third grade results, there is a significant decrease of 2.0 days in absenteeism for Negro/Black pupils who walked to a school but a slight increase of 0.3 days for bused pupils. The improved attendance pattern for this group can be observed particularly in Zone IV and VI (see Appendix) which have a decrease in absenteeism for both bused and non-bused pupils.

The excellent attendance record of the Asian group can again be observed at the sixth grade level. The absenteeism for this group is noticeably much less than for other groups. The average number of total days absent was 4.9 for 1970-71 and 5.1 for 1971-72 as compared to 10.7 and 11.6 respectively, for the total of all groups. The ranking for best attendance by ethnic groups for the sixth grade is as follows:

Exhibit 4.35
Sixth Grade Attendance

1970-71	1971-72
Asian (4.9 days)	Asian (5.1 days)
Other Non-White (8.2 days)	Other Non-White (10.7 days)
Other White (11.5 days)	Negro/Black (12.0 days)
Spanish Sp/Surname (12.6 days)	Spanish Sp/Surname (13.4 days)
Negro/Black (12.7 days)	Other White (14.4 days)

It is interesting to note that the Other White and Negro/Black groups have exchanged positions in 1971-72 as compared to 1970-71.

Third and Sixth Grades. The graphic representation (see Exhibit 4.33) of the decrease or increase in absenteeism of individual pupils in the total of third and sixth grade pupils of the sample, reinforces the results obtained previously. As a group, there were about the same number of pupils with increased absenteeism as there were pupils with decreased absenteeism, approximating the symmetric characteristics of the normal curve. However, of particular significance is the fact that for the Negro/Black group while there were 287 pupils with increased absences there were 355 with a decrease, or no increase, in the number of days absent. It appears that the desegregation/integration program has had a positive effect on the attendance of pupils in this ethnic group.

OBJECTIVE #4

To assess the attendance of pupils through utilization of suspensions in the San Francisco Unified School District.

EVALUATION QUESTION

During the first year of the desegregation/integration program, was there a reduction (in comparison to the previous year) in the number of suspensions of pupils?

Since suspension from school is a form of discipline which removes the child from the learning environment, it is to be desired that the desegregation/integration program will contribute to a reduction in suspensions for all ethnic groups. Therefore, in this analysis a comparison is made between suspensions in 1970-71 (before desegregation) and 1971-72 (after desegregation).

PROCEDURES

For the purposes of this study only grade levels three and six are considered. The third and sixth grade pupils attended 57 primary and 40 intermediate schools, respectively.

The comparisons are made by showing for both school years (1970-71 and 1971-72), the following:

1) the enrollment for the entire District, in numbers and percentages, for grade three and six of each ethnic group.

2) the suspensions for the entire District, in numbers and percentages, for grade three and six of each ethnic group. The percentages for each group are expressed as a percentage of the total number of suspensions in the given grade. The figures are in terms of number of suspensions - not number of pupils suspended. This means that, in a few cases, one child could account for two or three suspensions.

Since Zone I (Richmond Complex) is now in the second year of its desegregation/integration program, a separate, but similar, analysis is provided for that zone. Pupils in Zone I have been bused for two consecutive years; therefore, a further breakdown is made by showing suspensions for bused and non-bused pupils for both years. The third and sixth grade pupils in Zone I attended seven primary and six intermediate schools.

DATA REPORTING AND ANALYSIS

The accompanying exhibits report the results obtained from the data collected.

Exhibit 4.41	Two-Year Comparison, Pre-Desegregation (1970-71) versus Post Desegregation (1971-72) of Pupil Suspensions, Elementary Grade 3 and 6, by Ethnic Classification
Exhibit 4.42	Zone I: Two-Year Comparison of Pupil Suspension, Elementary Grades 3 and 6, Bused and Non Bused by Ethnic Classification

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Exhibit 4.41

Two-Year Comparison, Pre-Desegregation (1970-71) versus Post-Desegregation (1971-72) of Pupil Suspensions, Elementary Grade 3 and 6, by Ethnic Classification

Ethnic Classification	Enrollments				Suspensions			
	1970 - 1971		1971 - 1972		1970 - 1971		1971 - 1972	
	No.	%	No.	%	No.	%	No.	%
Grade 3								
Spanish/Surname	883	13.5%	745	14.1%	11	7.0%	6	3.4%
Other White	2318	35.3%	1608	30.5%	14	8.8%	33	18.4%
Negro/Black	1843	28.1%	1756	33.3%	129	81.6%	133	74.3%
Asian	984	15.0%	604	11.4%	0	0.0%	1	0.5%
Other Non-White	532	8.1%	564	10.7%	4	2.6%	6	3.4%
Total	6560	100%	5277	100%	158	100%	179	100%
Grade 6								
Spanish/Surname	793	12.2%	752	12.8%	30	6.1%	45	5.7%
Other White	2182	33.5%	1826	31.0%	95	19.3%	118	14.8%
Negro/Black	1945	29.9%	1869	31.7%	349	71.2%	604	76.0%
Asian	1142	17.6%	881	15.0%	9	1.8%	4	0.5%
Other Non-White	442	6.8%	562	9.5%	8	1.6%	24	3.0%
Total	6504	100%	5890	100%	491	100%	795	100%

Read: In grade 3, during 1970-71, there were 883 Spanish Speaking/Surname pupils who comprised 13.5% of the total third grade enrollment (6,560). In this ethnic group there were 11 pupils suspended who comprised 7.0% of the total number (158) of suspensions. During 1971-72 there were 745 Spanish Speaking/Surname pupils who comprised 14.1% of the total third grade enrollment (5,277). In this ethnic group there were six pupils suspended who comprised 3.4% of the total number (179) of suspensions.

Exhibit 4.42

Zone I: Two-Year Comparison of Pupil Suspensions, Elementary Grades 3 and 6, Bused and Non-Bused, by Ethnic Classification

Ethnic Classification	Enrollments				Suspensions											
	1970-71		1971-72		1970-71						1971-72					
					B		NB		Total		B		NB		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Grade 3																
Spanish Sp./Surname	25	3.3%	13	1.9%	0	0%	1	4.8%	1	3.3%	0	0%	1	25%	1	6.2%
Other White	292	38.6%	222	32.8%	0	0%	0	0%	0	0%	4	33.3%	1	25%	5	31.2%
Negro/Black	183	24.2%	203	30.0%	9	100%	20	95.2%	29	96.7%	8	66.7%	2	50%	10	62.6%
Asian	229	30.2%	192	28.4%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Other Non-White	28	3.7%	47	6.9%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	757	100%	677	100%	9	100%	21	100%	30	100%	12	100%	4	100%	16	100%
Grade 6																
Spanish Sp./Surname	24	2.7%	18	2.0%	0	0%	0	0%	0	0%	0	0%	1	5.6%	1	1.0%
Other White	314	35.4%	303	33.4%	1	12.5%	8	44.4%	9	34.6%	19	22.6%	6	33.3%	25	24.5%
Negro/Black	217	24.4%	224	24.7%	6	75.0%	8	44.4%	14	53.8%	63	75.0%	10	55.5%	73	71.6%
Asian	287	32.3%	287	31.6%	0	0%	2	11.2%	2	7.7%	0	0%	0	0%	0	0%
Other Non-White	46	5.2%	75	8.3%	1	12.5%	0	0%	1	3.9%	2	2.4%	1	5.6%	3	2.9%
Total	888	100%	907	100%	8	100%	18	100%	26	100%	84	100%	18	100%	102	100%

Read: In Zone 1 grade 3, during 1970-71, there were 25 Spanish Speaking/Surname pupils who comprised 3.3% of the total Zone 1 third grade enrollment (757). In this ethnic group there were no bused pupils suspended, and one non-bused pupil suspended who comprised 4.8% of the total number (21) of suspensions of those who were not bused. Totaling bused and non-bused, there was one Spanish Speaking/Surname pupil, or 3.3% of the total (30) suspended. A similar reading for 1971-72 can be made.

DISCUSSION

At the end of the first year of the elementary school desegregation/integration program, it can be observed from Exhibit 4.41 that, for the third grade, there was a decrease in total enrollment from 6,560 to 5,277 but a slight total increase in the number of suspensions from 158 to 179 (a 13.3% increase). All ethnic groups, except the Spanish Speaking/Surname, showed an increase in the number of suspensions with the Other White group having the largest increase numerically and percentage-wise.

In the sixth grade, with a decrease in total enrollment from 6,504 to 5,890 there was a marked increase in the number of suspensions from 491 to 795 (a 61.7% increase). All ethnic groups, except Asian, showed an increase in the number of suspensions. The Negro/Black group had the greatest percentage increase.

In Exhibit 4.42 (Zone 1) comparisons were made between the first year (1970-71) and the second year (1971-72) of the desegregation/integration program. Since the pupils in Zone 1 were bused for two years, comparisons were made between bused and non-bused pupils for each year.

For the third grade in Zone 1, the most significant change was a decrease in the number of suspensions for the Negro/Black group from a total of 29 to 10. In this total, the non-bused pupils comprised a decrease of 18, with bused pupils accounting for a decrease of 1. This is even more significant when related to the enrollment for this group which increased from 183 to 203. There were no suspensions during this two-year period for Asians or Other Non-White pupils. The total number of suspensions for all groups decreased from 30 to 16 (a 46.6% decrease) while enrollment decreased from 757 to 677 (a 10.6% decrease).

For the sixth grade in Zone 1, while there was a slight decrease (11) in enrollment for Other White pupils, there was an increase of 16 suspensions for this group with bused students accounting for 11 of the increase. In the Negro/Black group there was an increase in the number of suspensions from 14 to 73 while enrollment in this category increased by seven(217 to 224). In this group the bused pupils accounted for 57 of the increase while there were two more suspensions in the non-bused. In the other ethnic groups there were very few suspensions. Looking at the totals, while enrollment increased from 888 to 907 the suspensions increased from 26 to 102.

APPENDIX

PUPIL SURVEY OF MULTI-ETHNIC AWARENESS

Name: ______________________________ Grade 3
(last) (first)

Teacher: ______________________ School ______________

SECTION I: Possible Sources

1. How much of your time do you spend learning about other people (races and nationalities different from you)? Check one answer.

___very little ___some of the time ___often

2. Where do you get most of your information about other people (races and nationalities different from you)? Check the three best sources.

___teacher
___school books
___other books
___magazines, comics, or newspapers
___field trips or speakers
___family and relatives
___friends
___visit with peoples of other countries
___t.v., radio, or films
___other (name it)______________
___I don't know

3. Are you ever interested in learning about other people (races and nationalities different from you)? Check one answer.

___not too often ___some of the time ___very often

SECTION II: How Do you Feel About These Statements:

Check the following statements either "yes," "no," or "not sure." Check only one space for each statement. Tell us how you feel.

1. Everyone should learn to talk another language.
2. Some races in our country are smarter than others.
3. It is important to know people well in order to understand them.
4. The American way of doing things should be taught to all peoples of the world.
5. People who are different from us are probably not as smart as we are.

	yes	no	not sure
1			
2			
3			
4			
5			

Grade 3
Page 2

6. People act in certain ways because of customs and where they live.

7. If people in other countries worked hard, they could have the things Americans have.

8. All children in our country have the right to go to school.

	yes	no	not sure
6			
7			
8			

PUPIL SURVEY OF MULTI-ETHNIC AWARENESS

NAME: ______________________ ______________________ GRADE 6
(last) (first)

TEACHER: ______________________________ SCHOOL: __________________

SECTION I: Possible Sources

1. How much of your time (in and out of school) do you spend learning about other people (races and nationalities different from you)? Check only one.

___very little ___some of the time ___often

2. Where do you get most of your information about other people (races and nationalities different from you)? Check your three best sources.

___teacher
___school books
___other books
___magazines, comics, newspapers
___t.v., radio, films
___speakers or field trips
___family and relatives
___friends
___visit with peoples of other countries
___other (name it)________________
___I don't know

3. Are you interested in learning about other people (races and nationalities different from you)? Check only one.

___hardly ever _____some of the time ___most of the time

SECTION II: How Do You Feel About These Statements?

The following statements have no right or wrong answers. Answer either "yes" or "no." Tell us how you feel about them.

1. People of different races and religions would get along better if they visited each other and shared things. 1_____

2. Our country is a lot better off because of the different races that live here. 2_____

3. Only people like myself have a right to be happy. 3_____

4. We should not send our food to foreign countries, but should think of America first. 4_____

5. It is interesting to be friends with someone who thinks and feels differently from the way I do. 5_____

6. Girls should only learn things that are useful around the house. 6_____

7. You must watch out or else somebody will make a fool out of you. 7_____

8. Teachers should try to find out what you want to do and not just tell you what to do. 8_____

9. Weak people deserve as much consideration from others as do strong people. 9_____

10. There is only one right way to do things. 10_____

11. If everything would change, this world would be much better. 11_____

12. Someday a flood or earthquake will destroy the world. 12_____

13. You can protect yourself from bad luck by carrying a charm or good luck piece. 13_____

1st Testing

TEACHER OPINION SURVEY

To get teachers opinions on multi-ethnic curriculum, the availability, use and effectiveness of multi-ethnic materials and how they can be improved.

NOTE: Please answer in the column marked LAST YEAR only if you were teaching in the San Francisco Unified School District last year.

1. How would you characterize your class?

This Year		Last Year
________	Predominantly racial minority students	________
________	Predominantly white students	________
________	Integrated according to district integration/desegregation guidelines	________

2. How would you characterize the method by which you have acquired the multi-ethnic curriculum materials for your class?

This Year		Last Year
________	Many materials supplied by District, unsolicited	________
________	Many materials supplied by District, solicited	________
________	Ordered many materials, received all	________
________	Ordered many materials, received few	________
________	Ordered many materials, received none	________
________	Ordered few materials, received all	________
________	Ordered no materials	________
________	Teacher/student made	________
________	Teacher acquired	________
________	Other	________

3. Of the following materials indicate the extent to which you have been able to make use of them.

This Year					Last Year			
Great Deal	Some	Little	Not at All		Great Deal	Some	Little	Not at All
				Films & filmstrips				
				District developed materials				
				Basal readers				
				Supplementary books				
				Multiple copies of Library books				
				Programmed materials				
				Games				
				Tapes				
				Teacher/student made materials				

Others, please list

4. Have you been able to arrange field trips that relate to the contributions of multi-cultural groups?

Please circle the number of times.

This Year	Last Year
0 1 2 3 4 5 6 7 8 9 10 More	0 1 2 3 4 5 6 7 8 9 10 More

5. Indicate any future field trips that you may be planning which involve the enhancement of our multi-cultural understanding.

Where	Purpose
1.	
2.	
3.	

6. Have you found difficulty in teaching about any particular ethnic or racial group? If so, list 4 or 5 in order of least difficulty and briefly indicate the reason.

1.

3.

4.

5.

7. Among people you have invited to your class, how many times have you invited resource persons to give a presentation on a subject relative to an ethnic minority group.

Please circle

This Year	Last Year
0 1 2 3 4 5 6 7 8 9 10 More	0 1 2 3 4 5 6 7 8 9 10 More

8. Please check if any of the following were observed in your classroom.

This Year			Last Year
________	Sept.	Yom Kippur	________
________		All American Indian Day	________
________		Mexico's Independence Day	________
________	Nov.	Thanksgiving	________
________	Dec.	Christmas	________
________		Festival Honoring Our Lady of Guadalupe	________
________	Jan.	Martin Luther King's Birthday	________
________		Chinese New Year	________
________	Feb.	Valentine's Day	________
________		Abraham Lincoln's Birthday	________
________		George Washington's Birthday	________
________		Negro History Week	________

9. Have some or all of the children by themselves or as a total school project, participated in a major ethnic-day celebration such as Africa Day, Fiesta Day, etc. If so please specify:

This Year	Last Year
________________________	________________________
________________________	________________________
________________________	________________________

10. How much of the children's learning time is taken up with the study of the following groups?

This Year					Last Year			
Great Deal	Some	Little	Not at All		Great Deal	Some	Little	Not at All
				Blacks				
				Spanish/Sur Name				
				Asian American				
				American Indian				
				Other, please specify				

11. Please check how the study of these ethnic groups is treated?

This Year		Last Year
_______	As a part of your total instructional program across all curriculum areas	_______
_______	Integrated into the social studies program	_______
_______	As a separate course with a period devoted to it	_______
_______	Not at all	_______
_______	Other, please specify	_______

Comments: (optional

12. In the implementation of your multi-ethnic curriculum were any of the following used?

This Year		Last Year
________	District In-Service	________
________	Curriculum Development Specialists	________
________	Integrative Education Specialists	________
________	Extension Course	________
________	Summer School	________
________	Not aware of any	________
________	None	________
________	Parents	________
________	Children	________
________	Members of children's families	________
________	Others	________

13. If you had to incorporate a multi-ethnic curriculum into your instructional program, what would you need to enable you to implement it.

SELF-CONCEPT

Your Name: ______________________ Teacher: ______________________

School: ______________________

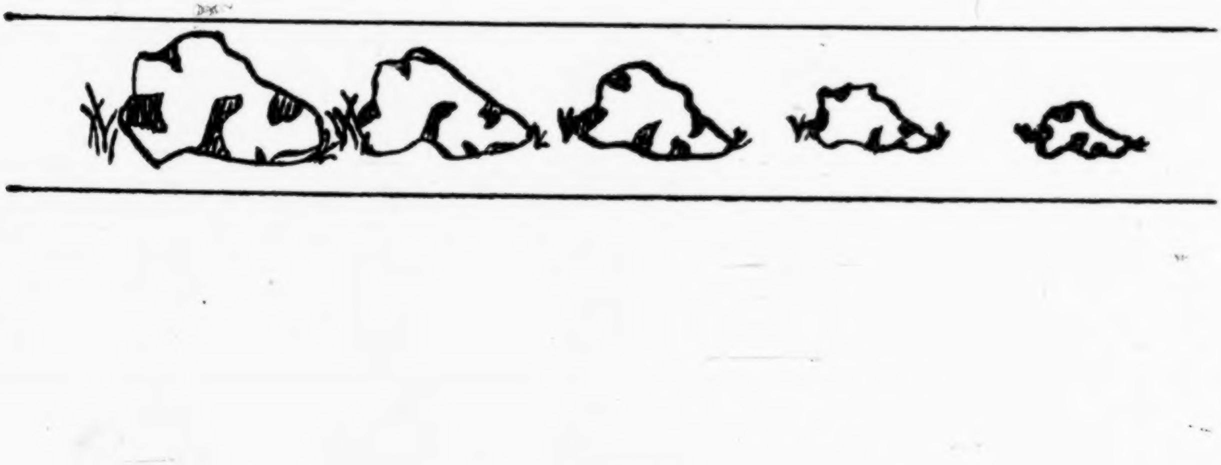
Grade: ______________________

Boy: ______________________

Girl: ______________________

EXAMPLE

How I run



FEELINGS ABOUT MYSELF

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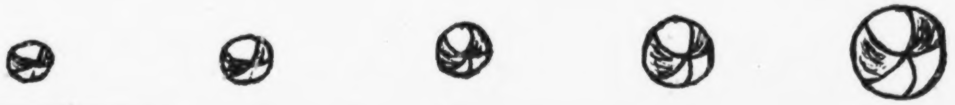

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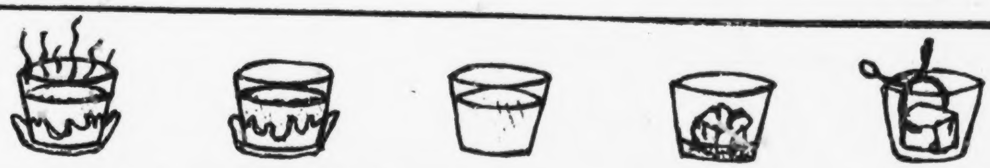

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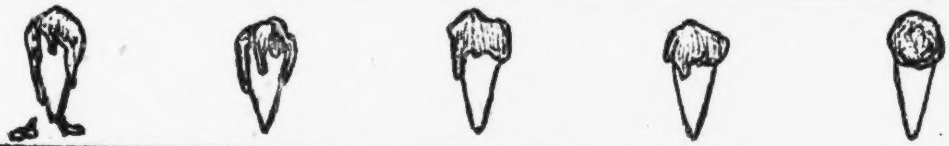

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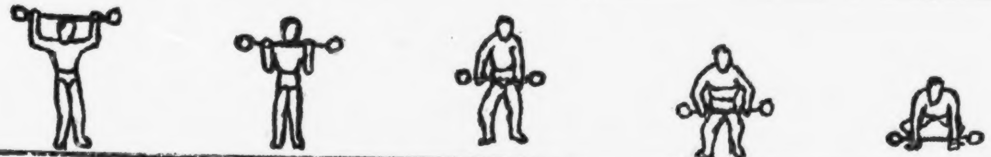

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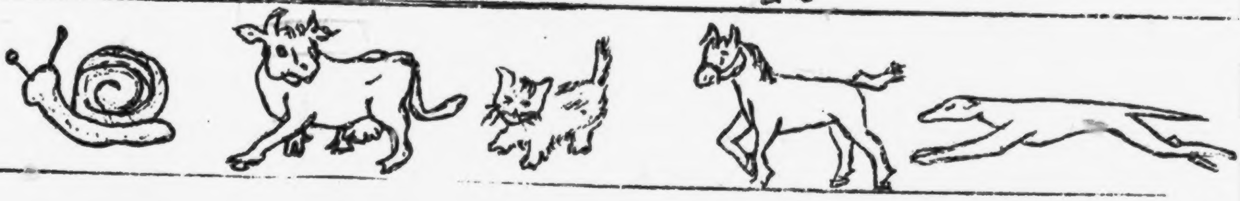

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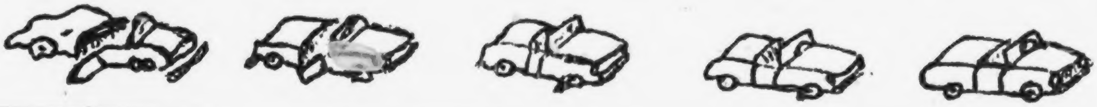

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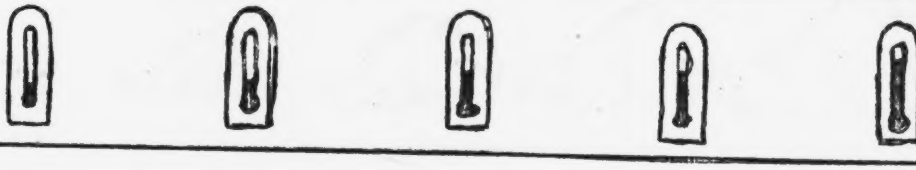

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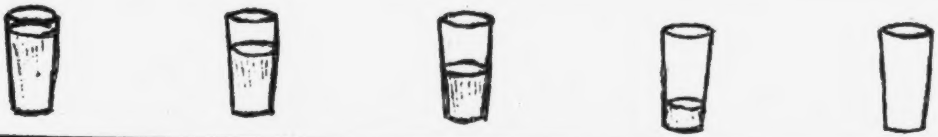

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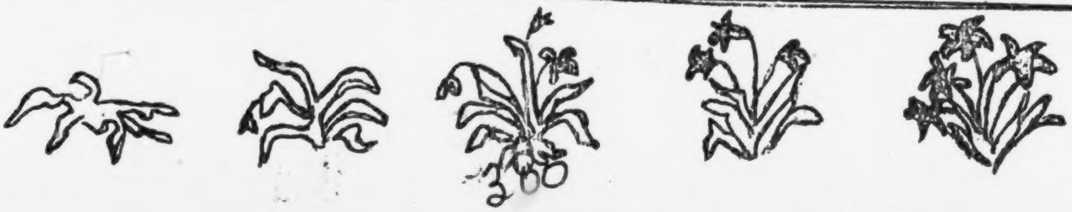
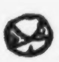
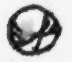
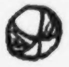
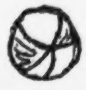
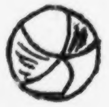


MY LEARNING IN SCHOOL

1

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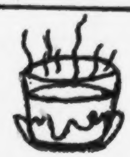
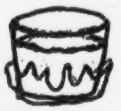
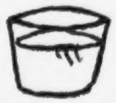
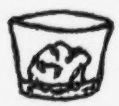
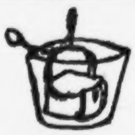

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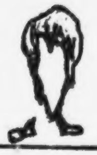
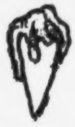
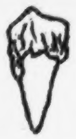
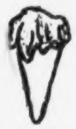
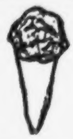

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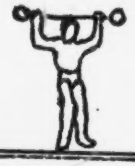
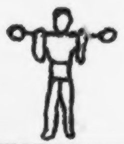
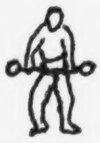
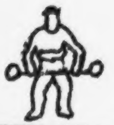
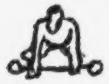

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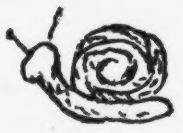
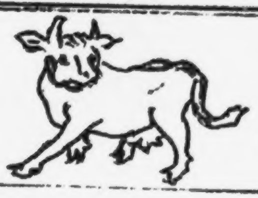
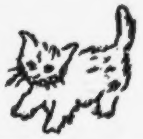
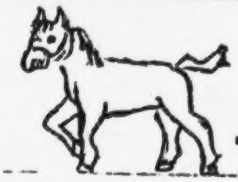

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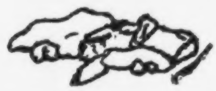
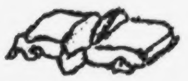
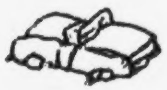
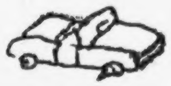
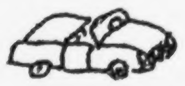

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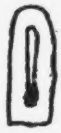
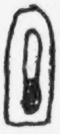
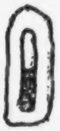
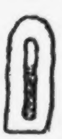
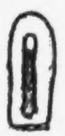

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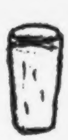
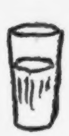
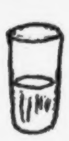
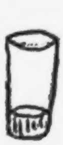
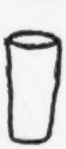

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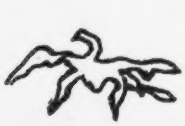
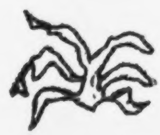
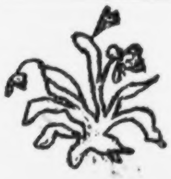
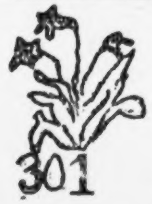
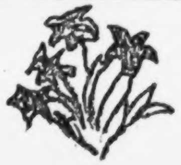

HOW MY TEACHER FEELS ABOUT ME

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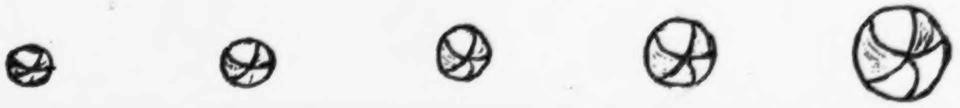

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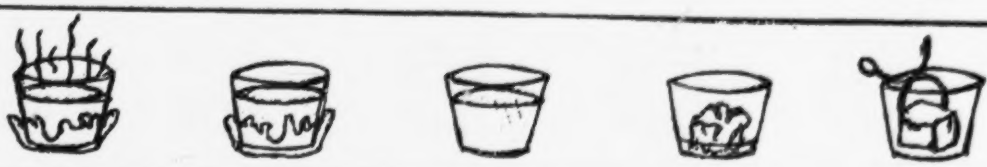

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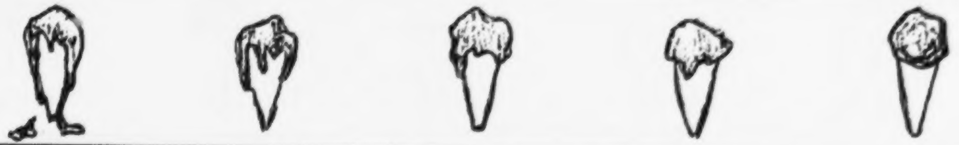

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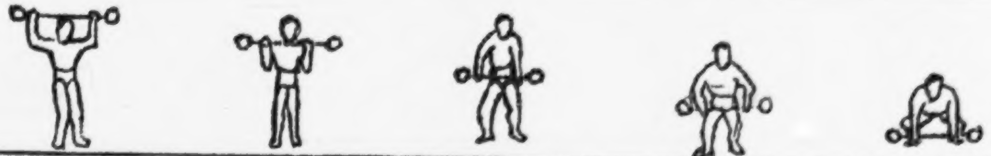

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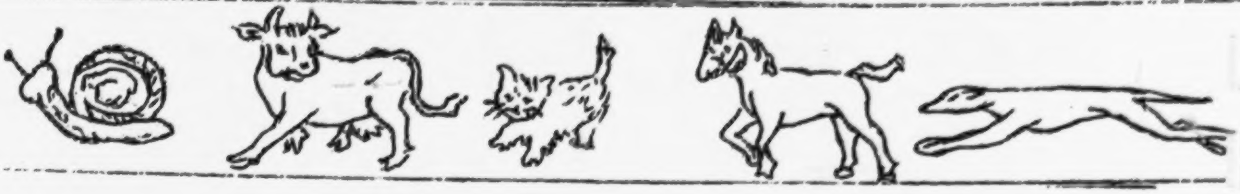

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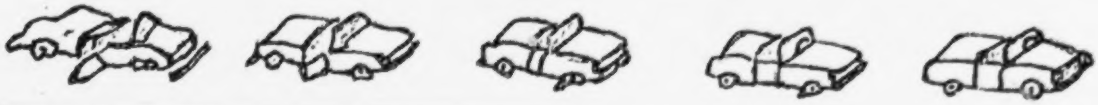

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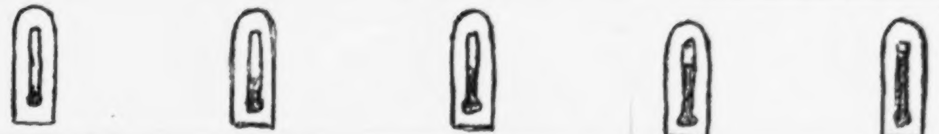

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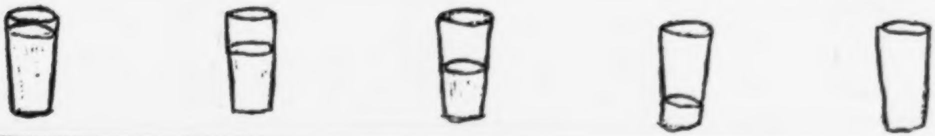

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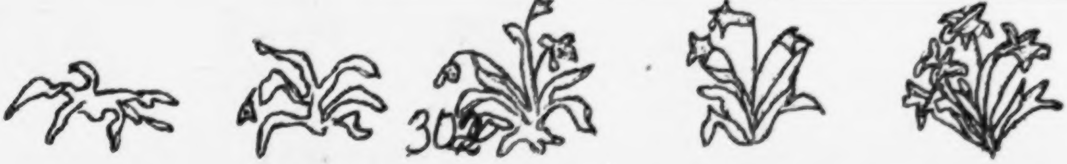
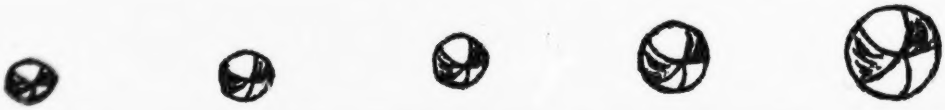
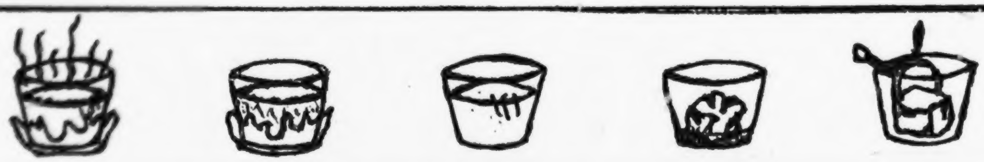
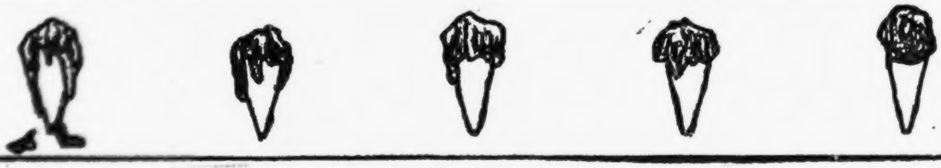
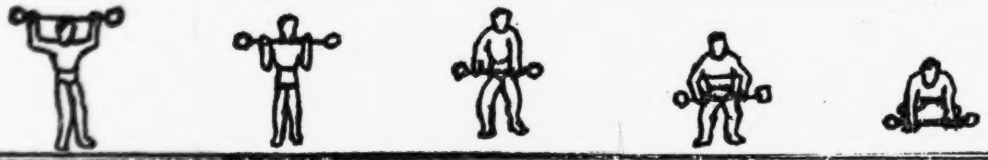


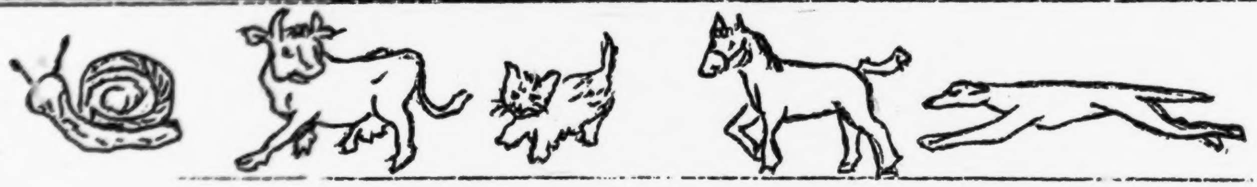
ME WHEN I GROW UP

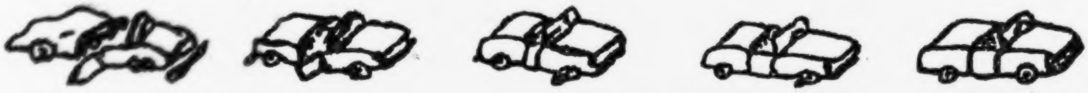
1 

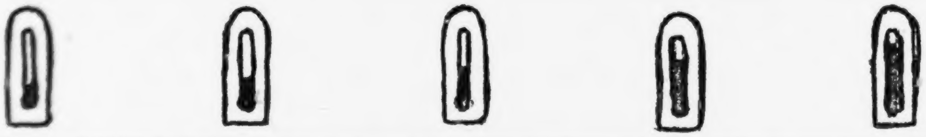
2 

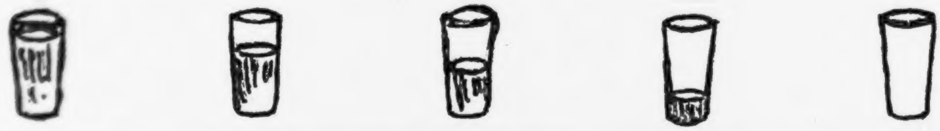
3 

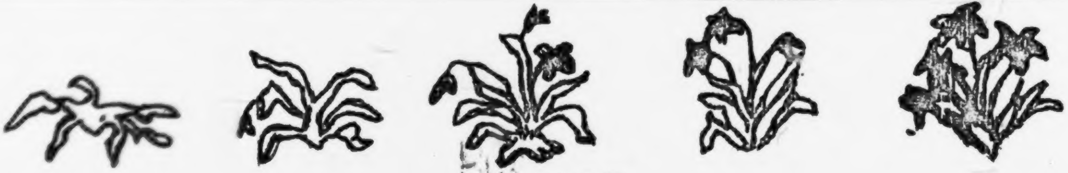
4 

5 

6 

7 

8 

9 

MY SKIN COLOR

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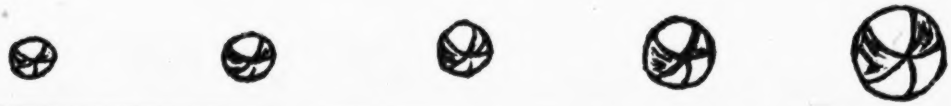

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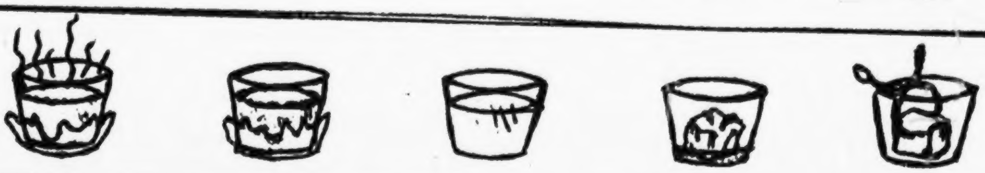

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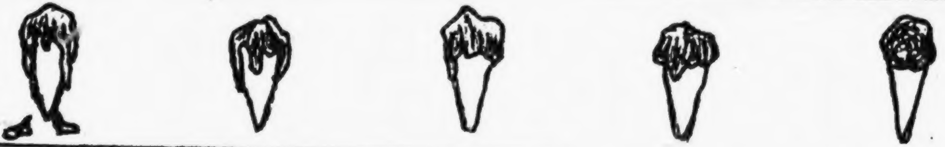

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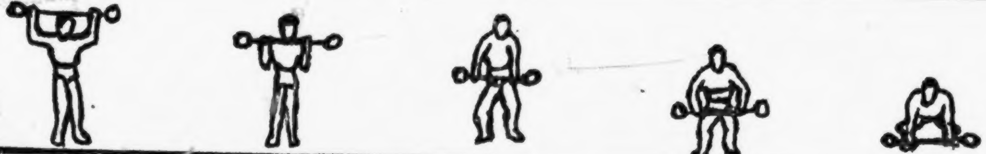

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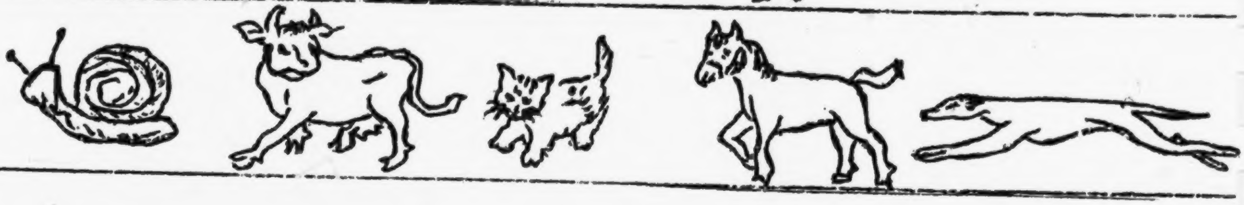

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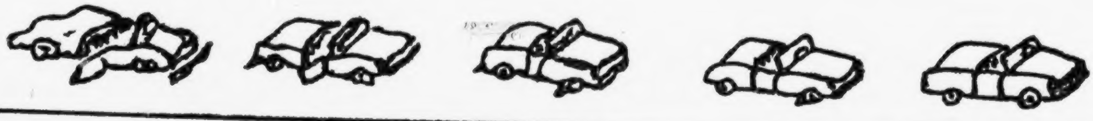

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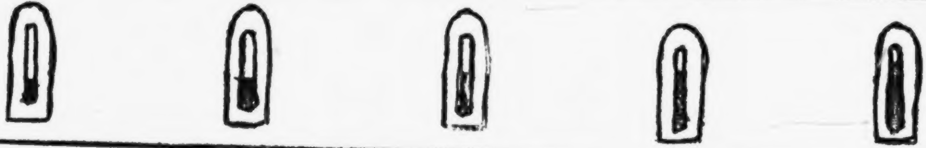

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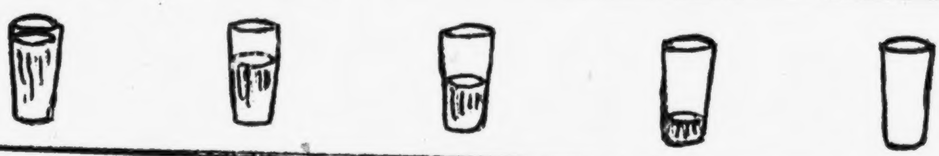

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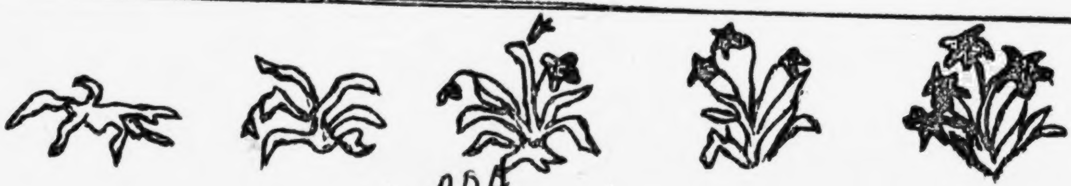
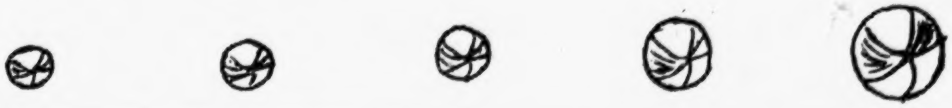
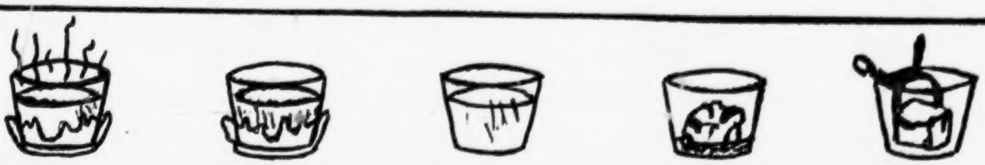
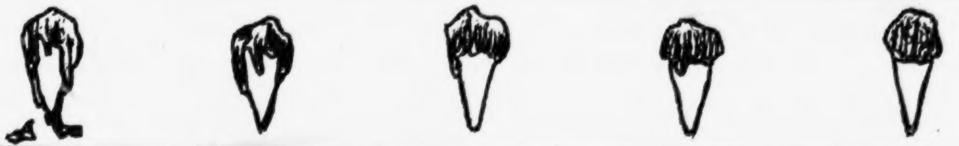


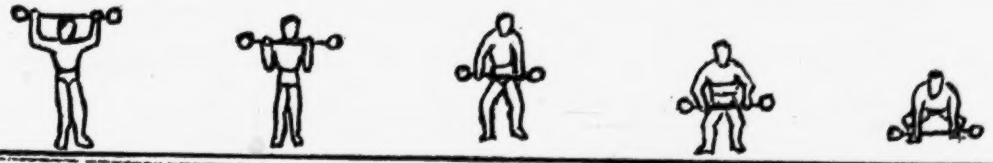
30.4

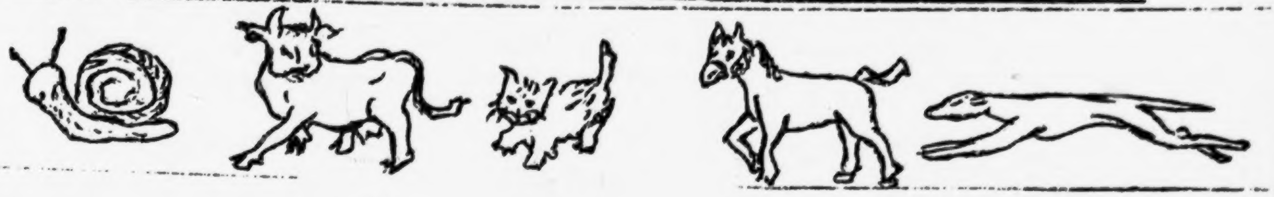
MY BEHAVIOR IN SCHOOL

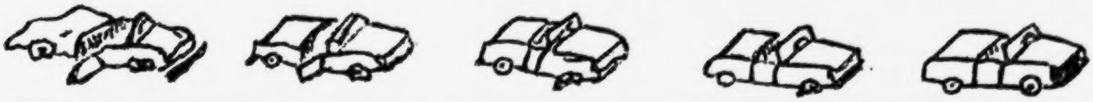


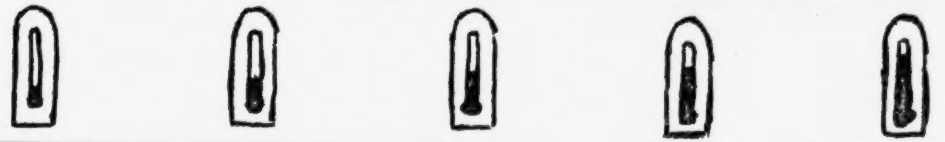
2 

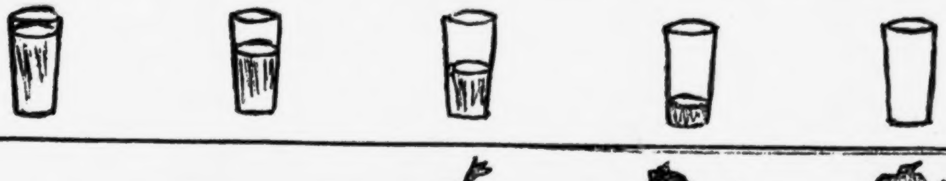
3 

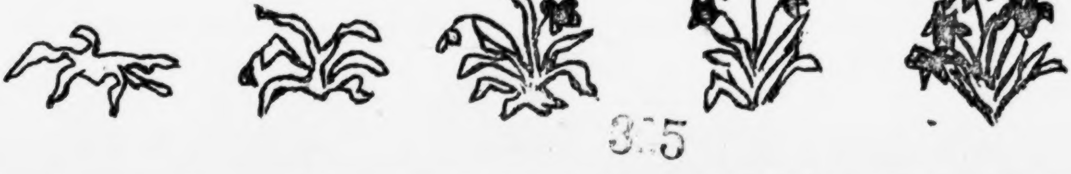
4 

5 

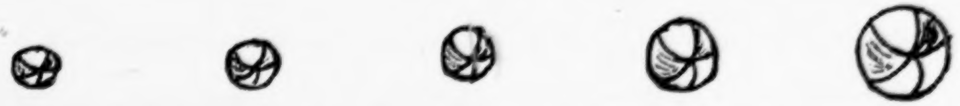
6 

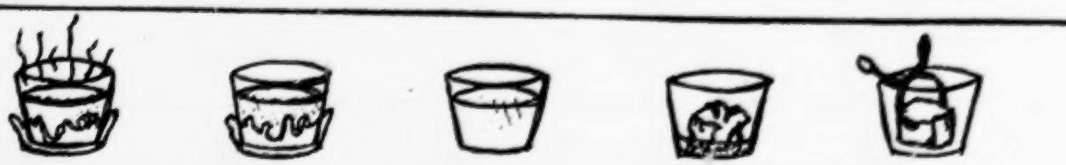
7 

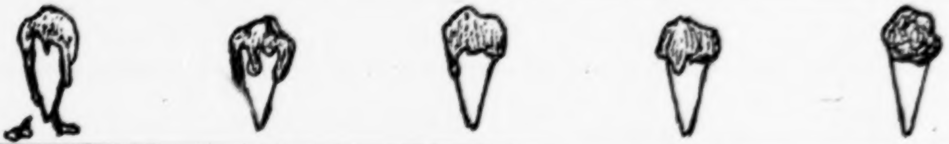
8 

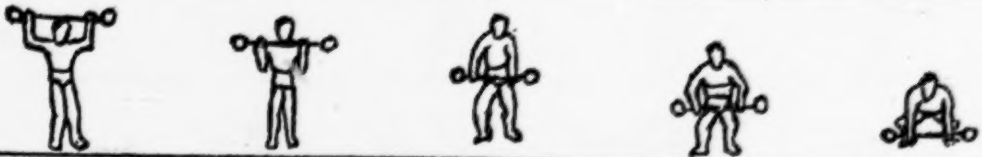


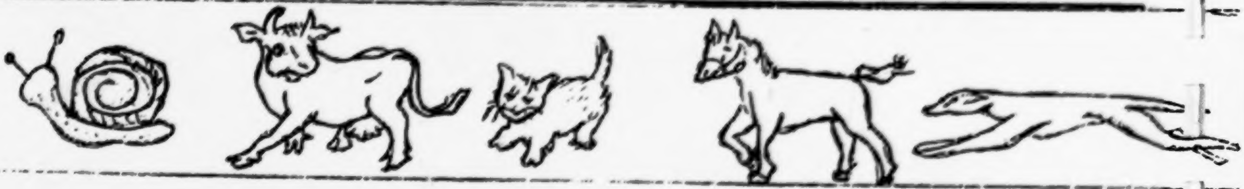
HOW CHILDREN FEEL ABOUT ME

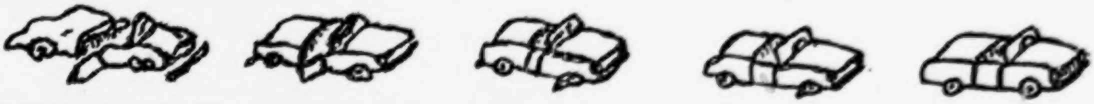
1 

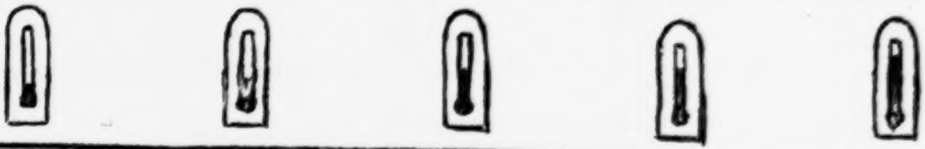
2 

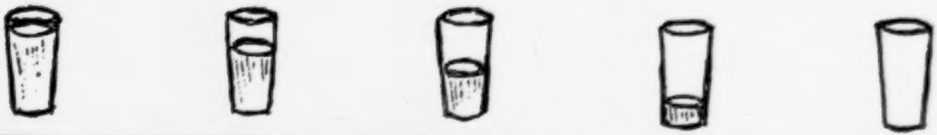
3 

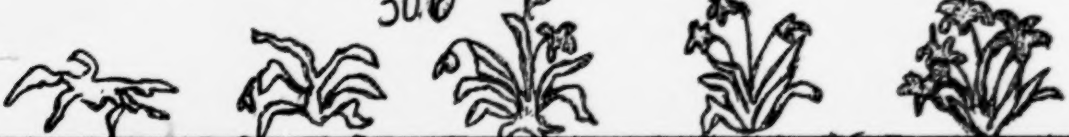
4 

5 

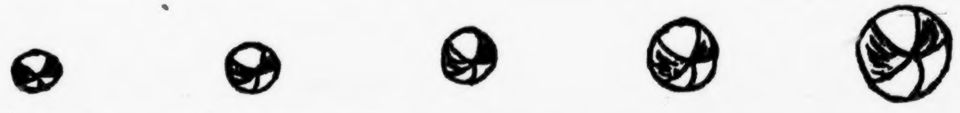
6 

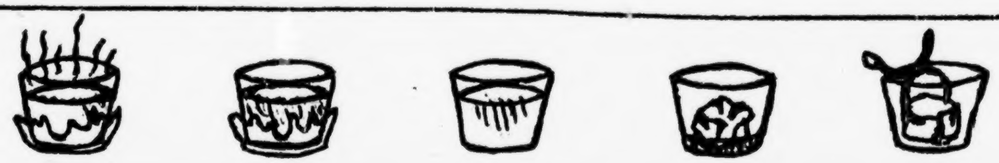
7 

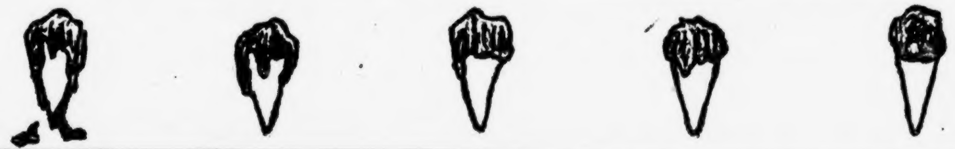
8 

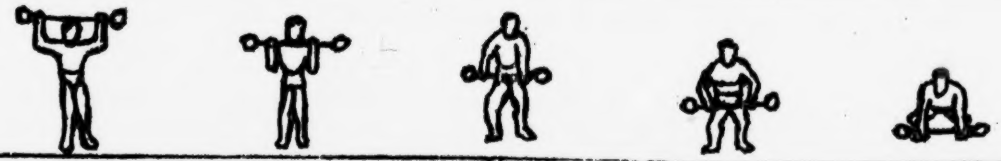
9 

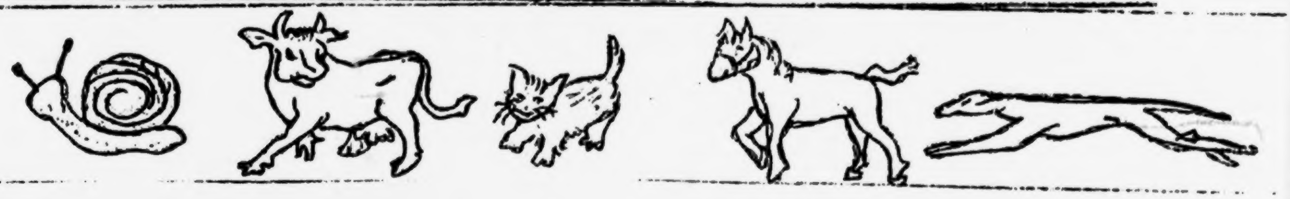
SCHOOL

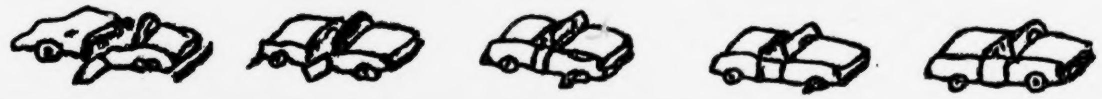


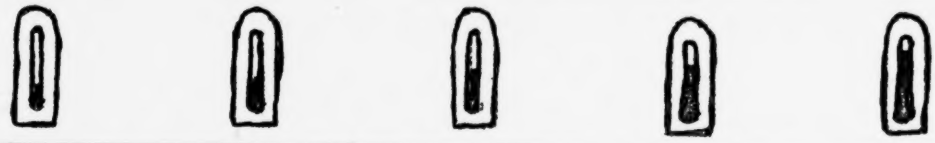
2 

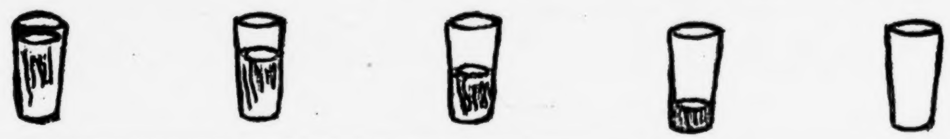
3 

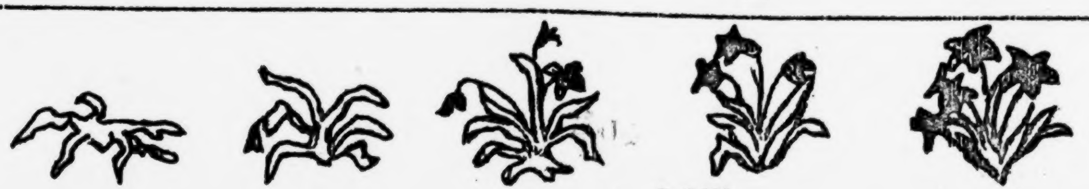
4 





7 

8 



INSTRUCTIONS FOR SOCIOMETRIC QUESTIONNAIRE

Please distribute 1 Class list and 1 Questionnaire to each student. Go over the class list with your students to verify the accuracy of the names. Add or delete names where necessary being sure that each student is assigned a number. Please return at least 2 corrected lists with the completed questionnaires.

Instruct students to fill in the information at the top of their questionnaire, and check the appropriate boxes. Each students number (#) should be the one opposite his/her name on the class list.

The following directions should be read out loud:

"In front of you are the names of all the boys and girls in this class."

"Each name has a number."

"In the boxes put the numbers of the 3 children you choose for each sentence. Do not choose your own number, but you may choose anyone in the room you wish, including children who are not here today."

EXAMPLE: Draw 3 boxes on the board and fill in the appropriate numbers from the class list for the following example.

"The 3 children wearing red today are-"

☐#   ☐#   ☐#

(Give as many examples as you think necessary)

"If you are not sure of any of the words and need the questions read, raise your hand. Remember there are no right or wrong answers as everyone has different feelings about everyone else."

PLEASE RETURN THE COMPLETED QUESTIONNAIRES AND AT LEAST TWO COPIES OF THE CORRECTED CLASS LIST IN THE ACCOMPANYING ENVELOPE TO YOUR SCHOOL OFFICE FOR DELIVERY TO THE DIVISION OF RESEARCH. THANK YOU FOR YOUR COOPERATION IN THIS PROJECT.

1st Testing

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
OFFICE OF SUPERINTENDENT
135 VAN NESS AVENUE
SAN FRANCISCO, CALIFORNIA 94102
Telephone: (415) 863-4680

December 3, 1971

Dear Parent:

You have been selected as part of a sample of parents with children attending elementary school in San Francisco. On the following pages you will be asked your opinions about a variety of things concerning the desegregation/integration of schools that took place when school opened this year.

The Educational Research Division of the San Francisco Unified School District will be gathering this information from parents, students, teachers and administrators in the effort to determine the effects of desegregation/integration on the total school community. Your cooperation is greatly appreciated.

Please have your child return the completed survey in the attached envelope to his school by December 6, 1971.

Thank you.

YOUR NAME ______________________________ YOUR NUMBER # ______

YOUR SCHOOL ______________________________

BOY ______
GIRL ______
BUSED ______
NOT BUSED ______
GRADE ______

YOUR TEACHER'S NAME ______________________

In front of you is a list of all of the boys and girls in your class. There is a number in front of each name. Please look at the list, and then write down the number of the child you choose in answer to each of the questions.

You may choose anyone in the room you wish, including those pupils who are absent, but do not choose your own number. As everybody has different feelings about everyone else, there are no right or wrong answers.

A. The 3 children I would like to work with in a class project are

#	#	#

B. If I could be 3 other children in this class, I would be

#	#	#

C. In an election for 3 class officers, I would vote for

#	#	#

D. The 3 children I would like to sit next to in class are

#	#	#

E. If I needed help with school work, the 3 children I would like to help me are

#	#	#

PARENT OPINION SURVEY

1. Some parents believe that children do not get as good an education in integrated schools, while others feel they get a better education or that it makes no difference. How do you feel about this?

_____Better education for all children
_____Makes no differnce
_____Not as good an education for any child
_____Better education for Whites, but not for Minority children
_____Better education for Minority children, but not for Whites
____ Don't know

2. Some parents believe that integration does not create additional behavior problems in class or on the playground. Others feel that problems are created as the result of integration. How do you feel about this?

___ More difficulty
___ About the same
___ Less difficulty
___ Don't know

3. Some parents believe that teachers would have more difficulty teaching the children after integration. While others thought they would have less, or that it would make no difference. What do you think?

___ More difficulty
___ About the same
___ Less difficulty
___ Don't know

4. As far as you can tell, have your children had more or less difficulty in learning their school work this year because of integration?

___ More difficulty
___ About the same
___ Less difficulty
___ Don't know

5. Some parents felt that the changing of school attendance patterns would isolate them from involvement in their child's education. Others felt this would not happen. How do you feel?

____ More isolated
____ Less Isolated
____ No change
____ Don't know

6. Some parents believed that there would be problems of safety in busing children to school, while others did not share this concern. Do you feel there have been any problems of safety so far this year?

____ No problems
____ Many prolems
____ A few problems
____ Don't know

7. Suppose your child were riding on a school bus that you felt was too crowded and you asked to have another bus put on the route. How likely would the school be to do something about it?

___ Not very likely
___ Somewhat likely
___ Very likely
___ Don't know

8. Suppose your child became sick at school and you had no way to bring him home. How likely would the school be to do something about it?

___ Somewhat likely
___ Very likely
___ Not very likely
___ Don't know

9. Suppose your child were having trouble with reading and you wanted him given extra help at school. How likely would the school be to do something about it?

___ Very likely
___ Somewhat likely
___ Not very likely
___ Don't know

10. Suppose the school put your child into a special class and you did not think he belonged in that class. How likely would the school be to do something about it?

___ Not very likely
___ Somewhat likely
___ Very likely
___ Don't know

11. Suppose your child was having trouble with his schoolwork and you wanted the school to send home books so you could help him at home. How cooperative would the school be in doing something about it?

___ Not very cooperative
___ Somewhat cooperative
___ Very cooperative
___ Don't know

12. How has your child liked school this year? (Please check both columns.)

___ Very much
___ Somewhat
___ Not at all
___ Don't know

___ More than last year
___ The same as last year
___ Less than last year

13. How often has your child asked to go to another school this year? (Please check both columns.)

___ Frequently
___ Occasionally
___ Seldom
___ Never

___ More than last year
___ The same as last year
___ Less than last year

14. How often has your child asked to stay home because he/she did not want to go to school this year? (Please check both column.)

___ Frequently
___ Occasionally
___ Seldome
___ Never

___ More than last year
___ The same as last year
___ Less than last year

15. Some parents believe that desegregation causes more problems in school friendships, parties, and other social-type activities. Others feel that this does not happen. What do you think?

    _____ More problems
    _____ No change
    _____ No problems
    _____ Fewer problems
    _____ Don't know

16. Some parents believe that desegregation does not cause any problems in after school activities, such as Scouts. Others feel that desegregation causes problems in after-school activities. Have there been problems of this kind with your child?

    ___ No Problems
    ___ Few problems
    ___ More Problems
    ___ No change
    ___ Don't know

17. Does your child think that the other children are more friendly to him, about the same or less friendly to him than they were last year?

    ____ More friendly
    ____ About the same
    ____ Less friendly
    ____ Don;t know

18. Have you found the teachers this year to be less friendly to the parents, more friendly to the parents, or about the same as they were last year?

    ___ More friendly
    ___ Same as ever
    ___ Less friendly
    ___ Don't know

19. When you first heard about the plan to integrate the schools, how did you feel about it?

    ___ Strongly favorable
    ___ Strongly opposed
    ___ Somewhat favorable
    ___ Somewhat opposed
    ___ Undecided

20. How do you feel about it now?

___ Strongly favorable
___ Strongly opposed
___ Somewhat favorable
___ Somewhat opposed
___ Undeceded

21. Some people believe that desegregation increases tensions between racial groups, while others believe that tensions are decreased or that it makes no difference. What do you think?

___ Tensions increase
___ Tensions decrease
___ No difference
___ Don't know

22. Some parents believe that bringing children of different racial ethnic backgrounds together at an early age decreases the likelihood of racial tensions between groups later on. Others believe that it make no difference. What do you think?

___ Likelihood of tensions decreased
___ Likelihood of tensions increased
___ No difference
___ Don't know

23. If children do poorly in school, some people place the blame on the children, some on the children's home life, some on the school, and some on the teachers. Where would you place the chief blame?

___ Children
___ Home Life
___ School
___ Teachers
___ Don't know

24. Do you think there are too many or not enough educational changes being tried in San Francisco schools?

___ Too many
___ Not enough
___ About right
___ Don't know

25. In some schools, time spent by students in classrooms is being reduced to give more time for independent study, that is, carrying out learning projects on their own. How do you feel about the time spent on independent study?

_____ Too much
_____ Not enough
_____ About right
_____ Don't know

26. Are you consulted in the development and planning of academic programs for your child's school? Please check for both last year and so far this year.

Last School Year 1970 - 71		This School Year 1971 - 72
____	Very much	____
____	Somewhat	____
____	Not very much	____
____	Not at all	____

27. Are you involved in any of the following activities at your child's school?

Last School Year 1970 - 71		This School Year 1971 - 72
_____	Room mother	_____
_____	Classroom aid	_____
_____	Library aid	_____
_____	Yard supervisor	_____
_____	Lunch group member	_____
_____	Bus Monitor	_____
_____	Others	_____

28. How many visits have you made to your child's school this year?

____ 0 - 5 visits
____ 6 - 10 visits
____ 11 - 15 visits
____ more than 15

29. Do you think you will visit your child's school more often this year than last year?

____ More often than last year
____ About the same as last year
____ Less often than last year
____ Don't know

Retest

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
OFFICE OF SUPERINTENDENT
135 VAN NESS AVENUE
SAN FRANCISCO, CALIFORNIA 94102
Telephone: (415) 863-4680

May 15, 1972

Dear Parent:

Last December San Francisco parents with children enrolled in third and sixth grade classes were asked their opinions about a number of areas related to the desegregation/integration of schools.

Now, after the children have experienced one school year in a desegregated atmosphere, the Division of Research of the Unified School District is again asking parents of third and sixth graders to respond to a similar set of questions. Both sets of answers will be analyzed to determine what changes in opinion may have occurred over the year.

Your cooperation is again greatly appreciated.

Please have your child return the completed survey in the attached envelope to his school as soon as possible. Thank you.

Sincerely yours,

John W. Whisman

John W. Whisman
Supervisor, Evaluation

PLEASE COMPLETE:

Parent of _____3rd _____6th grader   Zone 1 2 3 4 5 6 7

Did you also participate in the December Survey? _____Yes _____No

Does your child use the school bus? _____Yes _____No

(Optional) My racial/ethnic designation is:

_____ Spanish Surname
_____ White
_____ Black
_____ Chinese
_____ Japanese
_____ Korean
_____ Filipino
_____ American Indian
_____ Other Non-White

PARENT OPINION SURVEY

DIRECTIONS: IN ANSWER TO THE FOLLOWING QUESTIONS, PLEASE CHECK THE ONE RESPONSE THAT MOST CLOSELY REFLECTS YOUR OWN FEELINGS. AS YOUR OPINIONS ARE EARNESTLY SOUGHT, A BLANK PAGE HAS BEEN INSERTED AT THE END OF THE SURVEY FOR ANY ADDITIONAL COMMENTS YOU MIGHT LIKE TO MAKE.

1. Some people hold the opinion that children get a better education in desegregated schools, while others believe they do not or that desegregation makes no difference. What do you think now after this year's experience?

1.____ Better education for all children
2.____ Makes no difference
3.____ Not as good an education for any child
4.____ Better education for Whites, but not for Minority children
5.____ Better education for Minority children, but not for Whites
6.____ Don't know

2. Before desegregation some parents believed that additional behavior problems in class or on the playground would result, while others believed there would be no long-term additional problems. How do you feel now after this year's experience?

1.____ More problems
2.____ No long-term additional problems
3.____ Fewer problems
4.____ Don't know

3. Before desegregation some parents felt that teachers might have more problems teaching the children, while others thought they would not or that desegregation would make no difference. What do you think now after this year's experience?

1.____ More problems
2.____ No change from last year
3.____ Fewer problems
4.____ Don't know

4. Before desegregation some parents felt their children might have more problems learning. What has been your child's experience this year?

1.____ More problems than last year
2.____ No change from last year
3.____ Fewer problems than last year
4.____ Don't know

If there has been a change, what do you believe the reason might be?

____

____

____

____

5. **Before desegregation some parents felt that the changing of school attendance patterns would isolate them from involvement in their child's education. Others felt this would not happen. What has been your experience this year?**

   1. ____ Less involved in my child's school
   2. ____ More involved in my child's school
   3. ____ No change
   4. ____ Don't know

6. **Before desegregation some parents believed that there would be problems of safety in busing children to school, while others did not share this concern. Do you feel there have been safety problems this year?**

   1. ____ No problems
   2. ____ Many problems
   3. ____ A few problems
   4. ____ Don't know

7. **Suppose your child were riding on a school bus that you felt was too crowded and you asked to have another bus put on the route. Would the school do something about it?**

   1. ____ Not very likely
   2. ____ Somewhat likely
   3. ____ Very likely
   4. ____ Don't know

8. **Suppose your child became sick at school and you had no way to bring him home. Would the school do something about it?**

   1. ____ Somewhat likely
   2. ____ Very likely
   3. ____ Not very likely
   4. ____ Don't know

9. **Suppose your child were having trouble with reading and you wanted him given extra help at school. Would the school do something about it?**

   1. ____ Very likely
   2. ____ Somewhat likely
   3. ____ Not very likely
   4. ____ Don't know

10. **Suppose the school put your child into a special class and you did not think he belonged in that class. Would the school do something about it?**

    1. ____ Not very likely
    2. ____ Somewhat likely
    3. ____ Very likely
    4. ____ Don't know

11. Suppose your child were having trouble with his school work and you wanted the school to send home books so you could help him at home. How cooperative would the school be?

    1. ____ Not very cooperative
    2. ____ Somewhat cooperative
    3. ____ Very cooperative
    4. ____ Don't know

12. In general, how has your child liked school this year?

    1. ____ Very much
    2. ____ Somewhat
    3. ____ Not at all
    4. ____ Don't know

13. Has your child asked to go to another school this year?

    1. ____ Frequently
    2. ____ Occasionally
    3. ____ Seldom
    4. ____ Never

14. Has your child asked to stay home because he/she did not want to go to school this year?

    1. ____ Frequently
    2. ____ Occasionally
    3. ____ Seldom
    4. ____ Never

15. Before desegregation some parents believed that busing children would not cause more problems in school friendships, parties, and other social-type activities, while others felt that this would happen. Have there been problems of this kind this year?

    1. ____ More problems
    2. ____ No change from last year
    3. ____ No problems
    4. ____ Fewer problems
    5. ____ Don't know

16. Before desegregation some parents believed that busing children would not cause any problems in after-school activities, such as Scouts. Others felt that busing would cause problems in after-school activities. Have there been problems of this kind this year?

    1. ____ No problems
    2. ____ Few problems
    3. ____ More problems
    4. ____ No change
    5. ____ Don't know

17. **Does your child think that the other children are more friendly to him, about the same or less friendly to him than they were last year?**

1. ____ More friendly
2. ____ About the same
3. ____ Less friendly
4. ____ Don't know

18. **Have you found the teachers this year to be less friendly to the parents, more friendly, or about the same as they were last year?**

1. ____ More friendly
2. ____ About the same
3. ____ Less friendly
4. ____ Don't know

19. **When you first heard about the plan to desegregate the schools, how did you feel about it?**

1. ____ Strongly favorable
2. ____ Strongly opposed
3. ____ Somewhat favorable
4. ____ Somewhat opposed
5. ____ Undecided

20. **How do you feel about it now?**

1. ____ Strongly favorable
2. ____ Strongly opposed
3. ____ Somewhat favorable
4. ____ Somewhat opposed
5. ____ Undecided

21. **Some people believe that desegregation increases tensions between racial groups, while others believe that tensions are decreased or that it makes no difference. What do you think?**

1. ____ Tensions increase
2. ____ Tensions decrease
3. ____ Makes no difference
4. ____ Don't know

22. **Some parents believe that bringing children of different racial/ethnic backgrounds together at an early age decreases the likelihood of racial tensions between groups later on. Others believe that it makes no difference. What do you think?**

1. ____ Likelihood of tensions decreased
2. ____ Likelihood of tensions increased
3. ____ Makes no difference
4. ____ Don't know

23. If children do poorly in school, some people place the blame on the children, some on the children's home life, some on the school, and some on the teachers. Where would you place the chief blame? (Check more than one answer if desired.)

_____ Children
_____ Home life
_____ School
_____ Teachers
_____ Don't know
Other (Specify) ____

____

24. Do you think there are too many or not enough educational changes being tried in San Francisco schools?

1. ___ Too many
2. ___ Not enough
3. ___ About right
4. ___ Don't know

If not enough, what changes would you like to see made? ____________________

____

25. In some schools, students are being given more time for independent study in the classroom, that is, carrying out learning projects on their own. How do you feel about the time spent on independent study?

1. ___ Too much
2. ___ Not enough
3. ___ About right
4. ___ Don't know

26. Were you consulted in the development and planning of academic programs for your child's school this year?

1. ___ Very much
2. ___ Somewhat
3. ___ Not very much
4. ___ Not at all

27. Are you involved in any of the following activities at your child's school? (Check more than one answer if appropriate.)

___ Room mother
___ Teacher's aide
___ Library aide
___ Yard supervisor
___ Lunch supervisor
___ Bus monitor
___ Other
___ No participation

28. **Did you visit your child's school more often this year than last year for reasons other than those listed in the previous question?**

1. ____ More often than last year
2. ____ No change from last year
3. ____ Less often than last year
4. ____ Don't know

If there has been a change, what were some of the reasons ____________________

____

____

29. **What, if any,** positive experiences do you feel your child has had this year **as a result** of attending an integrated school?
(Check more than one if desired.)

____ Developed friendships with children of different backgrounds
____ Increased knowledge of different cultures and people
____ Received more individual attention
____ Riding the school bus
____ Better school facilities
____ Others such as ____________________

____

____

30. **What, if any,** negative experiences do you feel your child has had this year as a result of attending an integrated school?
(Check more than one if desired.)

____ Poorer school facilities
____ Less individual attention
____ More difficulty in making friends
____ Riding the school bus
____ Others such as ____________________

____

____

31. **If you were to "grade" the desegregation/integration effort overall this year, what mark would you give it?**

1. ____ Very good
2. ____ Good
3. ____ Satisfactory
4. ____ Unsatisfactory
5. ____ Failed

The following page is for your comments. Thank you for your cooperation in filling **out this Survey.**

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
OFFICE OF SUPERINTENDENT
135 VAN NESS AVENUE
SAN FRANCISCO, CALIFORNIA 94102
Telephone: (415) 863-4680

1st Testing

December 3, 1971

TEACHER OPINION SURVEY

The goal of the Evaluation Component funded under the Emergency School Assistance Program (ESAP) is "to evaluate the total impact of desegregation/integration on the total education program of the District." Toward this end, we request 30 minutes of your time and your cooperation in filling out the attached questionnaire.

Please fill out the survey and return it in the attached envelope to your Principal by Friday, December 10, 1971. Your cooperation is greatly appreciated.

NOTE: ANONYMITY OF RESPONSE WILL BE STRICTLY PRESERVED.

* * * * *

Please check the following:

1. Were you a teacher in the SFUSD last year?

   Yes__________ No______________

2. If so, were you transferred to a new school this year?

   Yes__________ No______________

3. Did you request this transfer?

   Yes__________ No______________

4. Are you satisfied with your present assignment?

   Yes_________ No________ Somewhat_________

TEACHER OPINION SURVEY

Section A

Directions: Please check the response that most closely reflects your personal feelings.

1. Did you expect that you would have more or less difficulty teaching your students as a result of the plan to desegregate?

   _____ More difficulty.
   _____ Less difficulty.
   _____ No change.

2. Has the issue of desegregation created polarization among staff members at your school?

   _____ Yes.
   _____ No.
   _____ Don't know

3. How would you assess the quantity of multi-ethnic materials available to you this year?

   _____ More than last year.
   _____ Less than last year.
   _____ No change.

4. How would you assess the effectiveness of the multi-ethnic materials available to you this year?

   _____ More effective than last year.
   _____ Not as effective as last year.
   _____ No change.

5. In the past, how have you used multi-ethnic materials?

   _____ Integrated into the total instructional program.
   _____ Part of social studies.
   _____ Separate curriculum unit.
   _____ Not at all.
   _____ Other (Specify) ____________________.

6. Do you feel that new staff members have been well-received at your school?

_____ Yes
_____ No
_____ Don't know

7. What did you expect to happen to your contacts with parents as a result of busing students out of their neighborhoods?

_____ Increased contact
_____ Decreased contact
_____ No change

8. How do you feel desegregation/integration generally affects the behavior of students in the classroom?

_____ Positively affected
_____ Negatively affected
_____ No change

9. How do you feel desegregation/integration generally affects the behavior of students in school outside the classroom?

_____ Positively affected
_____ Negatively affected
_____ No change

10. Do you subscribe to the concept of moving children to achieve desegregation/integration?

_____ Yes
_____ No
_____ Don't know

11a. How do you feel grade level reorganization (K-3, 4-6) has affected your school? (Please check more than one answer, if applicable.)

_____ Aided individualization
_____ Aided curriculum development
_____ Encouraged team teaching
_____ Aided desegregation
_____ No effect
_____ Other (Specify)________________________

b. Are you presently teaching at the same grade level (K-3, 4-6) as last year?

_____ Yes
_____ No

12. How do you feel that desegregation/integration affects academic standards.

____ Better education for all children
____ Not as good an education for any children
____ Better education for Whites, but not for minority children
____ Better education for minority children, but not for Whites.
____ Don't know.

13. Do you agree with the concept of desegregation/integration?

____ Yes.
____ No.
____ Don't know.

Section B:

Directions: Please indicate whether you agree or disagree with the following statements by placing a check in the appropriate column.

	Agree	Disagree
14. Standards of behavior and discipline should be the same for all children.	___	_____
15. Each child's academic achievement should be graded by the extent to which he is performing to his ability.	___	_____
16. Children learn best when they are grouped with others of about the same proficiency in a given subject.	___	_____
17. The public schools should help the minority child to assimilate into American society.	___	_____
18. In providing equal educational opportunities, integrated schools are more effective then enriched educational programs in segregated schools.	___	_____
19. Our curriculum needs major revisions if it is to meet the needs of minority children in the integrated classroom.	___	_____
20. Discussion of racial and ethnic subjects is desirable even in elementary school.	___	_____

		Agree	Disagree
21.	Learning takes place best when the class is quiet.	___	___
22.	Integrated education means better education for minorities.	___	___
23.	Integrated education means as good or better education for Whites.	___	___

Section C

We wish to know what kinds of experiences teachers have generally had with students. Based on your contacts with students from the four major ethnic groups, please place an "X" on the segment of each line which best describes your experience in relation to the characteristic to be rated.

For example, if you think the students of a particular group are extreme on a particular characteristic, place the "X" on a segment of the line toward either end of the scale. If you think the students are moderate on that characteristic, place the "X" on a segment of the line somewhere in the middle of the scale. Please be sure to rate each group on all of the scales. Work through this section at a fairly high speed, and do not worry or puzzle over individual items. We are interested in your first impressions.

SPANISH SPEAKING/SPANISH SURNAME STUDENTS

1. Sociable ___:___:___:___:___:___:___: Unsociable
2. Dull-minded ___:___:___:___:___:___:___: Intelligent
3. Easy to discipline ___:___:___:___:___:___:___: Difficult to discipline
4. Patient ___:___:___:___:___:___:___: Impatient
5. Active ___:___:___:___:___:___:___: Passive
6. Excitable ___:___:___:___:___:___:___: Calm
7. Weak ___:___:___:___:___:___:___: Strong
8. Constrained ___:___:___:___:___:___:___: Free

OTHER WHITE STUDENTS

1. Sociable ___:___:___:___:___:___:_✓_: Unsociable
2. Dull-Minded _✓_:___:___:___:___:___:___: Intelligent
3. Easy to discipline ___:___:___:___:___:___:_✓_: Difficult to discipli
4. Patient _✓_:___:___:___:___:___:___: Impatient
5. Active ___:___:___:___:___:___:___: Passive
6. Excitable ___:___:___:___:___:___:_✓_: Calm
7. Weak _✓_:___:___:___:___:___:___: Strong
8. Constrained ___:___:___:___:___:___:_✓_: Free

BLACK STUDENTS

1. Sociable ✓:___:___:___:___:___:___: Unsociable
2. Dull-minded ___:___:___:___:___:___:✓: Intelligent
3. Easy to discipline ✓:___:___:___:___:___:___: Difficult to discipline
4. Patient ___:___:___:___:___:___:✓: Impatient
5. Active ___:___:___:___:___:___:___: Passive
6. Excitable ✓:___:___:___:___:___:✓: Calm
7. Weak ___:___:___:___:___:___:✓: Strong
8. Constrained ✓:___:___:___:___:___:___: Free

ASIAN STUDENTS

1. Sociable ___:___:___:___:___:___: Unsociable
2. Dull-minded ___:___:___:___:___:___: Intelligent
3. Easy to discipline ___:___:___:___:___:___: Difficult to discipli
4. Patient ___:___:___:___:___:___: Impatient
5. Active ___:___:___:___:___:___: Passive
6. Excitable ___:___:___:___:___:___: Calm
7. Weak ___:___:___:___:___:___: Strong
8. Constrained ___:___:___:___:___:___: Free

Retest

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
OFFICE OF SUPERINTENDENT
135 VAN NESS AVENUE
SAN FRANCISCO, CALIFORNIA 94102
Telephone: (415) 863-4680

May 15, 1972

TEACHER OPINION SURVEY

The goal of the Evaluation Component funded under the Emergency School Assistance Program (ESAP) is "to evaluate the total impact of desegregation/integration on the total education program of the District." This evaluation was to be conducted in two phases -- a pre-test and a post-test. The pre-test was conducted in December, 1971, and received a response of 76%. After a review of the responses and comments on the pre-test, the Teacher Opinion Survey was modified. Again, we request your time and your cooperation in filling out the attached questionnaire. Please fill out the survey and return it to your Principal as soon as possible. Your cooperation is greatly appreciated.

NOTE: ANONYMITY OF RESPONSE WILL BE STRICTLY PRESERVED.

* * * * * * * * *

Please check the following:

1. Were you a teacher in the SFUSD last year? Yes ______ No ______

   a. If so, did you request a transfer at the end of last year?

      Yes ______ No ______

   b. Were you transferred to a new school this year? Yes ______ No ______

      If so, what was the reason?

      ______ Transfer requested
      ______ Grade level reorganization
      ______ Other (specify) ________________________________
      ____
      ____

2. Are you satisfied with your present assignment?

   Yes ______ No ______ Somewhat ______

3. What zone do you teach in?(Please circle) 1 2 3 4 5 6 7

4. What grade level do you teach? K - 3 ______ 4 - 6 ______

5. What is your racial/ethnic designation? (Optional)

   ____SS ____OW ____N/B ____C ____J ____K ____F ____ONW

TEACHER OPINION SURVEY

Section A

Directions: Please check the response that most closely reflects your personal feelings.

1. Have you had more or less difficulty teaching your students since implementation of the desegregation/integration plan?

    _______ More difficulty
    _______ Less difficulty
    _______ No change

2. Has the issue of desegregation created polarization among staff members at your school?

    _______ Yes
    _______ No
    _______ Somewhat

3. Do you feel that new staff members have been well-received by other staff members at your school?

    _______ Yes
    _______ No
    _______ Somewhat

4. What has happened to your contacts with parents as a result of busing students out of their neighborhoods?

    _______ Increased contact
    _______ Decreased contact
    _______ No change

5. How do you feel desegregation/integration has generally affected the behavior of students in the classroom?

    _______ Positively affected
    _______ Negatively affected
    _______ No change

6. How do you feel desegregation/integration has generally affected the behavior of students in school outside the classroom?

    _______ Positively affected
    _______ Negatively affected
    _______ No change

7. Do you subscribe to the concept of moving children to achieve desegregation/integration?

_______ Yes
_______ No

Comments: ____

____

8a. How do you feel grade level reorganization (K-3, 4-6) has affected your school? (Please check more than one answer, if applicable).

_______ Aided individualization
_______ Aided curriculum development
_______ Encouraged team teaching
_______ Aided desegregation
_______ Insufficient range of grade level materials
_______ No effect
_______ Other (specify) ______________________________

____

b. Are you presently teaching at the same grade level (K-3, 4-6) as last year?

_______ Yes
_______ No

9. How do you feel that desegregation/integration affects academic standards?

_______ Better education for all children
_______ Not as good an education for any children
_______ Better education for Whites, but not for minority children
_______ Better education for minority children, but not for Whites
_______ Other (specify) ______________________________

____

____

10. Do you agree with the concept of desegregation/integration?

_______ Yes
_______ No

11. How do you feel the desegregation/integration effort has gone this year?

a. ______ Very well
______ Well
______ Satisfactory
______ Unsatisfactory
______ Failed

b. Comments: ____

____

____

____

____

____

____

____

____

Section B:

Directions: Please indicate whether you agree or disagree with the following statements by placing a check in the appropriate column.

	Agree	**Disagree**
12. Standards of behavior and discipline should be the same for all children.	____	____
13. Each child's academic achievement should be graded by the extent to which he is performing to his ability.	____	____
14. Children learn best when they are grouped with others of about the same proficiency in a given subject.	____	____
15. The public schools should help the minority child to assimilate into American society.	____	____
16. In providing equal educational opportunities, integrated schools are more effective than enriched educational programs in segregated schools.	____	____

	Agree	Disagree
17. Our curriculum needs major revisions if it is to meet the needs of minority children in the integrated classroom.	____	____
18. Discussion of racial and ethnic subjects is desirable even in elementary school.	____	____
19. Learning takes place best when the class is quiet.	____	____

Section C

To get teachers' opinions on multi-ethnic curriculum, the availability, use, and effectiveness of multi-ethnic materials and how they can be improved.

20. What is the racial composition of your class?
Please write the number of students from each group in your class.

Blacks ______
SS ______
Asian ______
Filipino ______
ONW ______
OW ______

21. With the implementation of desegregation, do you feel that the curriculum should change?

Yes ______ No ______

Please explain. ____

____

____

____

22. How do you feel the study of ethnic and racial groups should be taught? (Please check one)

_______ As part of your total instructional program
_______ Integrated into the social studies program
_______ As a separate course with a period devoted to it
_______ Not at all (please comment below)
_______ Other (please specify) _______________________

____

Comments: ____

____

23. How have you been able to treat the study of racial and ethnic groups? (Please check one)

_______ As part of your total instructional program
_______ Integrated into the social studies program
_______ As a separate course with a period devoted to it
_______ Not at all (please comment below)
_______ Other (please specify) _______________________

____

Comments: ____

____

24. To aid you in the development of a multi-ethnic studies program has the school district provided anything new or different this year?

Yes _______ No _______

If yes, please specify. _________________________________

____

25. If you have any multi-ethnic materials, please indicate how you acquired most of them for your class.

_______ From the District
_______ Federal program(s)
_______ Teacher acquired or made
_______ From students and/or parents
_______ None
_______ Other (please specify) _______________________

____

26a. What kinds of multi-ethnic materials do you use?

b. What kinds of multi-ethnic materials do you need?

______	Mostly textbooks	______
______	Audio-visual materials	______
______	Multiple copies of library books	______
______	Teacher-made games	______
______	District developed curriculum guides	______
______	None	______
______	Others (please specify)	______

______________________ ______________________

27. How would you rate the following aspects of the multi-ethnic materials available to you this year?

		very effective				ineffective
		5	4	3	2	1
a. Appropriate for the reading levels in your class	a.					
b. Interesting and relevant to your class	b.					
c. Can be used across multi-curriculum areas	c.					
Others d.	d.					
e.	e.					
f.	f.					

28. In the implementation of a multi-ethnic program, what do you think is essential? Rank in order of importance (number one as most important and the last number as the least important).

______ A state developed curriculum guide
______ Resource people representative of the racial groups in your class
______ Integrative education specialists
______ Funds for field trips
______ Films and film strips
______ More time for preparation and presentation
______ Other (please specify) ______________________

____

29. Have you been able to arrange field trips that relate to the contributions of ethnic groups?

______ Yes ______ No

If yes, please list.

1. 4.

2. 5.

3. 6.

If no, please briefly state the reason.

____

____

30. Among people you have invited to your class, how many times have you invited resource persons to give a presentation on a subject relative to an ethnic or racial minority group?

Please list.

1. 4.

2. 5.

3. 6.

31. Please check any of the following events that you observed this year in your class with a story, bulletin board, unit, or special project:

______	Sept.	Yom Kippur
______		All American Indian Day
______		Mexico's Independence Day
______	Nov.	Thanksgiving
______	Dec.	Christmas
______		Festival Honoring Our Lady of Guadalupe
______		Chanukah
______	Jan.	Martin Luther King's Birthday
______		Chinese New Year
______	Feb.	Valentine's Day
______		Abraham Lincoln's Birthday
______		George Washington's Birthday
______		Negro History Week
______		W.E.B. DuBois' Birthday
______	March	St. Patrick's Day
		Juarez' Birthday
______	April	Jewish Passover
______	May	Cinco de Mayo
______		Malcolm X's Birthday

Comments: ____

____

____

____

____

____

____

____

Section D

We wish to know what kinds of experiences teachers have generally had with students. Based on your contacts with students from the four major ethnic groups, please place an "X" on the segment of each line which best describes your experience in relation to the characteristic to be rated.

For example, if you think the students of a particular group are extreme on a particular characteristic, place the "X" on a segment of the line toward either end of the scale. If you think the students are moderate on that characteristic, place the "X" on a segment of the line somewhere in the middle of the scale. Please be sure to rate each group on all of the scales.

SPANISH/SPEAKING/SPANISH SURNAME STUDENTS

1. Sociable ___:___:___:___:___:___:___: Unsociable
2. Dull-minded ___:___:___:___:___:___:___: Intelligent
3. Easy to discipline ___:___:___:___:___:___:___: Difficult to discipline
4. Patient ___:___:___:___:___:___:___: Impatient
5. Active ___:___:___:___:___:___:___: Passive
6. Excitable ___:___:___:___:___:___:___: Calm
7. Weak ___:___:___:___:___:___:___: Strong
8. Constrained ___:___:___:___:___:___:___: Free

OTHER WHITE STUDENTS

1. Sociable ___:___:___:___:___:___:___: Unsociable
2. Dull-minded ___:___:___:___:___:___:___: Intelligent
3. Easy to discipline ___:___:___:___:___:___:___: Difficult to discipline
4. Patient ___:___:___:___:___:___:___: Impatient
5. Active ___:___:___:___:___:___:___: Passive
6. Excitable ___:___:___:___:___:___:___: Calm
7. Weak ___:___:___:___:___:___:___: Strong
8. Constrained ___:___:___:___:___:___:___: Free

BLACK STUDENTS

1. Sociable ___:___:___:___:___:___:___: Unsociable
2. Dull-minded ___:___:___:___:___:___:___: Intelligent
3. Easy to discipline ___:___:___:___:___:___:___: Difficult to discipline
4. Patient ___:___:___:___:___:___:___: Impatient
5. Active ___:___:___:___:___:___:___: Passive
6. Excitable ___:___:___:___:___:___:___: Calm
7. Weak ___:___:___:___:___:___:___: Strong
8. Constrained ___:___:___:___:___:___:___: Free

ASIAN STUDENTS

1. Sociable ___:___:___:___:___:___:___: Unsociable
2. Dull-minded ___:___:___:___:___:___:___: Intelligent
3. Easy to discipline ___:___:___:___:___:___:___: Difficult to discipline
4. Patient ___:___:___:___:___:___:___: Impatient
5. Active ___:___:___:___:___:___:___: Passive
6. Excitable ___:___:___:___:___:___:___: Calm
7. Weak ___:___:___:___:___:___:___: Strong
8. Constrained ___:___:___:___:___:___:___: Free

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

ADMINISTRATIVE OPINION SURVEY

May 15, 1972

The Evaluation Office is asking all elementary school administrators their opinion relative to the desegregation/integration of the elementary schools this year, 1971-72.

Please answer the questions below and return the questionnaire to the Evaluation Office, Room 203, 135 Van Ness Avenue, as soon as possible. All material will be anonymous. Use the back of each sheet for additional comments if necessary. (Comments are sought to help clarify your opinions.)

Please check:

K - 3 ____
4 - 6 ____
Zone # ____

1. In your opinion, how important is school desegregation/integration as a means of attaining equalized quality education?

Very Important — Unimportant

1	2	3	4	5

Comment: ____________________

____

2. In your opinion is busing a satisfactory means of desegregation/integration of pupils?

Very Satisfactory — Unsatisfactory

1	2	3	4	5

Comment: ____________________

____

____

3. In your opinion, how has the grade level reorganization (K-3,4-6) in your school affected:

	1 Very Positively	2	3	4	5 Very Negatively
Implementation of desegregation/ integration?					
Morale of staff?					
Individualization/team teaching?					
Curriculum development?					
Multi-ethnic curriculum development/orientation?					
New programs, new ideas?					
Community involvement?					

Comments:

4. In your opinion, how does bringing children of different racial ethnic backgrounds together at an early age affect the likelihood of racial tensions between groups later on?

1 Greatly Increased	2	3	4	5 Greatly Decreased

5. In your opinion, how does the behavior of pupils this year compare with last year in your school?

	1 Very Much Better	2	3	4	5 Very Much Worse
Out of Classroom					
In Classroom					

Comments:

6 a. How would you rate the morale of your staff at this time?

Very High 1	2	3	4	Very Low 5

b. How do you account for this?

7. In your opinion have teachers at your school (s) had more difficulty teaching children in integrated classrooms?

Great Deal More 1	2	3	4	Great Deal Less 5

Comments:

8. In your opinion, how has the implementation affected the level of community participation?

	Greatly Increased 1	2	3	4	Greatly Decreased 5
Numbers of participants					

	Greatly Improved 1	2	3	4	Greatly Decreased 5
Quality of participation					

Comments:

9 In your opinion, how do the parents of the children in your school (s) feel toward desegregation?

	Very Positively 1	2	3	4	Very Negatively 5
Parents of bused children					
Parents of walking children					

Comments:

10. Rate the following in terms of their importance in promoting quality education in your school:

	Very Important 1	2	3	4	Not Important 5	Priority
supplies						
equipment						
paraprofessional service						
counseling service						
clerical service						
staff development service						
curriculum dev. service						
community involvement service						
Bi-lingual/ESL service						
Other, specify						

In the right hand column above, indicate the five most important items in priority order, "1" for highest priority, etc.

Thank you for your help.

John W. Whisman
John Whisman, Supervisor
Evaluation

Two-Year Comparison, Pre-Desegregation (1970-71) versus Post-Desegregation (1971-72) of Average Number of Days Absent for a 17% Random Sample of Third Grade Pupils by Racial/Ethnic Classification Within Zone 1

Type of Absence	SPANISH-SPEAKING/SURNAME									OTHER WHITE									NEGRO/BLACK								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 2	NB* N= 0	T* N= 2	B* N= 2	NB* N= 0	T* N= 2	B* N= 2	NB* N= 0	T* N= 2	B* N= 21	NB* N= 15	T* N= 36	B* N= 21	NB* N= 15	T* N= 36	B* N= 21	NB* N= 15	T* N= 36	B* N= 15	NB* N= 13	T* N= 28	B* N= 15	NB* N= 13	T* N= 28	B* N= 15	NB* N= 13	T* N= 28
Illness	8.0	-	8.0	5.0	-	5.0	-3.0	-	-3.0	10.0	4.2	7.6	6.7	4.4	5.7	-3.3	+ .2	-1.9	9.4	9.9	9.6	9.2	6.2	7.8	-0.2	-3.7	-1.8
Other**	2.0	-	2.0	10.0	-	10.0	+8.0	-	+8.0	3.0	1.8	2.5	3.8	3.3	3.6	+0.8	+1.5	+1.1	6.5	2.0	4.4	3.7	5.2	4.4	-2.8	+3.2	0.0
TOTAL	10.0	-	10.0	15.0	-	15.0	+5.0	-	+5.0	13.0	6.0	10.1	10.5	7.7	9.3	-2.5	+1.7	-0.8	15.9	11.9	14.0	12.9	11.4	12.2	-3.0	-0.5	-1.8

Type of Absence	ASIAN									OTHER NON-WHITE									TOTAL - ALL CLASSIFICATIONS								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 14	NB* N= 23	T* N= 37	B* N= 14	NB* N= 23	T* N= 37	B* N= 14	NB* N= 23	T* N= 37	B* N= 1	NB* N= 6	T* N= 7	B* N= 1	NB* N= 6	T* N= 7	B* N= 1	NB* N= 6	T* N= 7	B* N= 53	NB* N= 57	T* N= 110	B* N= 53	NB* N= 57	T* N= 110	B* N= 53	NB* N= 57	T* N= 110
Illness	6.0	5.6	5.8	3.9	5.6	4.9	-2.1	0.0	-0.9	15.0	10.3	11.0	28.0	11.0	13.4	+13.0	+0.7	+2.4	8.8	6.7	7.7	7.0	6.0	6.5	-1.8	-0.7	-1.2
Other**	0.1	1.0	0.7	1.6	0.2	0.8	+1.5	-0.8	+0.1	2.0	3.5	3.3	0.0	1.7	1.4	-2.0	-1.8	-1.9	3.2	1.7	2.4	3.4	2.3	2.8	+0.2	+0.6	+0.4
TOTAL	6.1	6.6	6.5	5.5	5.8	5.7	-0.6	-0.8	-0.8	17.0	13.8	14.3	28.0	12.7	14.8	+11.0	-1.1	+0.5	12.0	8.4	10.1	10.4	8.3	9.3	-1.6	-0.1	-0.8

*B: Bused pupils   NB: Non-bused pupils   T: Total bused and non-bused pupils

**Other: Absence for "reasons other than illness"

Read: During 1970-71 for Other White pupils, 21 bused pupils had an average number of days absent for "illness" of 10.0, for "other reasons" 3.0, making a total of 13.0. For the 15 non-bused pupils the equivalent figures are 4.2, 1.8, and 6.0. For the total number (36), of bused and non-bused pupils, the figures are 7.6, 2.5, and 10.1, respectively. A similar reading would be made for 1971-72. The columns headed "Increase or Decrease" show for bused pupils, a decrease of 3.3 (6.7-10.0=-3.3) average number of days absent for illness, an increase of 0.8 (3.8-3.0=+0.8) for "other reasons," making a net of -2.5 days. A similar reading would be made for non-bused pupils and for the total of bused and non-bused pupils.

Two-Year Comparison, Pre-Desegregation (1970-71) versus Post-Desegregation (1971-72) of Average Number of Days Absent for a 17% Random Sample of Third Grade Pupils by Racial/Ethnic Classification Within Zone 2

Type of Absence	SPANISH-SPEAKING/SURNAME									OTHER WHITE									NEGRO/BLACK								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 2	NB* N= 0	T* N= 2	B* N= 2	NB* N= 0	T* N= 2	B* N= 2	NB* N= 0	T* N= 2	B* N= 20	NB* N= 13	T* N= 33	B* N= 20	NB* N= 13	T* N= 33	B* N= 20	NB* N= 13	T* N= 33	B* N= 28	NB* N= 9	T* N= 37	B* N= 28	NB* N= 9	T* N= 37	B* N= 28	NB* N= 9	T* N= 37
Illness	9.0	-	9.0	9.0	-	9.0	0.0	-	0.0	6.4	12.0	8.6	9.1	11.4	10.0	+2.7	-0.6	+1.4	7.4	13.6	8.9	7.8	8.6	8.0	+0.4	-5.0	-0.9
Other**	0.0	-	0.0	3.5	-	3.5	+3.5	-	+3.5	2.1	2.5	2.2	1.8	2.5	2.0	-0.3	0.0	-0.2	5.9	4.4	5.6	9.0	2.8	7.5	+3.1	-1.6	+1.9
TOTAL	9.0	-	9.0	12.5	-	12.5	+3.5	-	+3.5	8.5	14.5	10.8	10.9	13.9	12.0	+2.4	-0.6	+1.2	13.3	18.0	14.5	16.8	11.4	15.5	+3.5	-6.6	+1.0

Type of Absence	ASIAN									OTHER NON-WHITE									TOTAL - ALL CLASSIFICATIONS								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 9	NB* N= 9	T* N= 18	B* N= 9	NB* N= 9	T* N= 18	B* N= 9	NB* N= 9	T* N= 18	B* N= 0	NB* N= 1	T* N= 1	B* N= 0	NB* N= 1	T* N= 1	B* N= 0	NB* N= 1	T* N= 1	B* N= 59	NB* N= 32	T* N= 91	B* N= 59	NB* N= 32	T* N= 91	B* N= 59	NB* N= 32	T* N= 91
Illness	9.7	6.4	8.1	6.6	9.1	7.8	-3.1	+2.7	-0.3	-	5.0	5.0	-	6.0	6.0	-	+ 1.0	+ 1.0	7.4	10.7	8.6	7.8	9.8	8.5	+0.4	-0.9	-0.1
Other**	0.9	0.7	0.8	3.8	0.7	2.2	+2.9	0.0	+1.4	-	16.0	16.0	-	0.0	0.0	-	-16.0	-16.0	3.7	2.9	3.4	5.6	2.0	4.3	+1.9	-0.9	+0.9
TOTAL	10.6	7.1	8.9	10.4	9.8	10.0	-0.2	+2.7	+1.1	-	21.0	21.0	-	6.0	6.0	-	-15.0	-15.0	11.1	13.6	12.0	13.4	11.8	12.8	+2.3	-1.8	+0.8

*B: Bused pupils NB: Non-bused pupils T: Total bused and non-bused pupils

**Other: Absence for "reasons other than illness"

Read: During 1970-71 for Other White pupils, 20 bused pupils had an average number of days absent for "illness" of 6.4, for "other reasons" 2.1, making a total of 8.5. For the 13 non-bused pupils the equivalent figures are 12.0, 2.5, and 14.5. For the total number (33), of bused and non-bused pupils, the figures are 8.6, 2.2, and 10.8, respectively. A similar reading would be made for 1971-72. The columns headed "Increase or Decrease" show for bused pupils, an increase of 2.7 (9.1-6.4=+2.7) average number of days absent for illness, a decrease of 0.3 (1.8-2.1=-0.3) for "other reasons," making a net of +2.4 days. A similar reading would be made for non-bused pupils and for the total of bused and non-bused pupils.

Two-Year Comparison, Pre-Desegregation (1970-71) versus Post-Desegregation (1971-72) of Average
Number of Days Absent for a 17% Random Sample of Third Grade Pupils by Racial/Ethnic
Classification Within Zone 3

Type of Absence	SPANISH-SPEAKING/SURNAME									OTHER WHITE									NEGRO/BLACK								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 25	NB* N= 19	T* N= 44	B* N= 25	NB* N= 19	T* N= 44	B* N= 25	NB* N= 19	T* N= 44	B* N= 21	NB* N= 11	T* N= 32	B* N= 21	NB* N= 11	T* N= 32	B* N= 21	NB* N= 11	T* N= 32	B* N= 21	NB* N= 19	T* N= 40	B* N= 21	NB* N= 19	T* N= 40	B* N= 21	NB* N= 19	T* N= 40
Illness	9.7	10.5	10.0	11.3	8.3	10.0	+1.6	-2.2	0.0	10.2	7.0	9.1	15.3	19.9	16.9	+5.1	+12.9	+7.8	8.7	10.4	9.5	11.4	6.2	8.9	+2.7	-4.2	-0.6
Other**	5.0	3.8	4.5	8.4	4.5	6.7	+3.4	+0.7	+2.2	5.4	6.6	5.8	5.3	10.8	7.2	-0.1	+ 4.2	+1.4	5.0	6.2	5.6	6.2	6.4	6.3	+1.2	+0.2	+0.7
TOTAL	14.7	14.3	14.5	19.7	12.8	16.7	+5.0	-1.5	+2.2	15.6	13.6	14.9	20.6	30.7	24.1	+5.0	+17.1	+9.2	13.7	16.6	15.1	17.6	12.6	15.2	+3.9	-4.0	+0.1

Type of Absence	ASIAN									OTHER NON-WHITE									TOTAL - ALL CLASSIFICATIONS								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 13	NB* N= 27	T* N= 40	B* N= 13	NB* N= 27	T* N= 40	B* N= 13	NB* N= 27	T* N= 40	B* N= 11	NB* N= 9	T* N= 20	B* N= 11	NB* N= 9	T* N= 20	B* N= 11	NB* N= 9	T* N= 20	B* N= 91	NB* N= 85	T* N= 176	B* N= 91	NB* N= 85	T* N= 176	B* N= 91	NB* N= 85	T* N= 176
Illness	3.5	5.1	4.6	5.8	6.1	6.0	+2.3	+1.0	+1.4	7.0	6.0	6.6	8.3	6.4	7.4	+1.3	+0.4	+0.8	8.4	7.8	8.1	11.1	8.4	9.8	+2.7	+0.6	+1.7
Other**	0.8	0.6	0.7	3.8	0.5	1.6	+3.0	-0.1	+0.9	1.5	3.0	2.2	2.3	1.6	2.0	+0.8	-1.4	-0.2	4.1	3.6	3.8	5.8	4.2	5.0	+1.7	+0.6	+1.2
TOTAL	4.3	5.7	5.3	9.6	6.6	7.6	+5.3	+0.9	+2.3	8.5	9.0	8.8	10.6	8.0	9.4	+2.1	-1.0	+0.6	12.5	11.4	11.9	16.9	12.6	14.8	+4.4	+1.2	+2.9

*B· Bused pupils NB: Non-bused pupils T: Total bused and non-bused pupils

**Other: Absence for "reasons other than illness"

Read: During 1970-71 for Other White pupils, 21 bused pupils had an average number of days absent for "illness" of 10.2, for "other reasons" 5.4, making a total of 15.6. For the 11 non-bused pupils the equivalent figures are 7.0, 6.6, and 13.6. For the total number (32), of bused and non-bused pupils, the figures are 9.1, 5.8, and 14.9, respectively. A similar reading would be made for 1971-72. The columns headed "Increase or Decrease" show for bused pupils, an increase of 5.1 (15.3-10.2=+5.1) average number of days absent for illness. A decrease of 0.1 (5.3-5.4=-0.1) for "other reasons," making a net of +5.0 days. A similar reading would be made for non-bused pupils and for the total of bused and non-bused pupils.

Two-Year Comparison, Pre-Desegregation (1970-71) versus Post-Desegregation (1971-72) of Average Number of Days Absent for a 17% Random Sample of Third Grade Pupils by Racial/Ethnic Classification Within Zone 4

Type of Absence	SPANISH-SPEAKING/SURNAME									OTHER WHITE									NEGRO/BLACK								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 10	NB* N= 19	T* N= 29	B* N= 10	NB* N= 19	T* N= 29	B* N= 10	NB* N= 19	T* N= 29	B* N= 11	NB* N= 24	T* N= 35	B* N= 11	NB* N= 24	T* N= 35	B* N= 11	NB* N= 24	T* N= 35	B* N= 36	NB* N= 21	T* N= 57	B* N= 36	NB* N= 21	T* N= 57	B* N= 36	NB* N= 21	T* N= 57
Illness	8.0	13.6	11.7	8.5	11.3	10.3	+0.5	-2.3	-1.4	8.7	8.8	8.8	9.5	9.7	9.6	+0.8	+0.9	+0.8	9.7	10.9	10.1	13.1	9.4	11.7	+3.4	-1.5	+1.6
Other**	2.4	1.3	1.7	9.9	2.1	4.8	+7.5	+0.8	+3.1	2.3	0.8	1.3	5.4	2.7	3.5	+3.1	+1.9	+2.2	7.9	3.3	6.2	9.4	4.1	7.5	+1.5	+0.8	+1.3
TOTAL	10.4	14.9	13.4	18.4	13.4	15.1	+8.0	-1.5	+1.7	11.0	9.6	10.1	14.9	12.4	13.1	+3.9	+2.8	+3.0	17.6	14.2	16.3	22.5	13.5	19.2	+4.9	-0.7	+2.9

Type of Absence	ASIAN									OTHER NON-WHITE									TOTAL - ALL CLASSIFICATIONS								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 0	NB* N= 3	T* N= 3	B* N= 0	NB* N= 3	T* N= 3	B* N= 0	NB* N= 3	T* N= 3	B* N= 5	NB* N= 14	T* N= 19	B* N= 5	NB* N= 14	T* N= 19	B* N= 5	NB* N= 14	T* N= 19	B* N= 62	NB* N= 81	T* N= 143	B* N= 62	NB* N= 81	T* N= 143	B* N= 62	NB* N= 81	T* N= 143
Illness	-	9.7	9.7	-	10.6	10.6	-	+0.9	+0.9	11.0	5.6	7.1	16.6	5.9	8.7	+ 5.6	+0.3	+1.6	9.4	10.0	9.7	12.0	9.4	10.5	+2.6	-0.6	+0.8
Other**	-	0.7	0.7	-	0.3	0.3	-	-0.4	-0.4	0.4	0.8	0.7	6.6	3.2	4.1	+ 6.2	+2.4	+3.4	5.3	1.6	3.2	8.6	2.8	5.3	+3.3	+1.2	+2.1
TOTAL	-	10.4	10.4	-	10.9	10.9	-	+0.5	+0.5	11.4	6.4	7.8	23.2	9.1	12.8	+11.8	+2.7	+5.0	14.7	11.6	12.9	20.6	12.2	15.8	+5.9	+0.6	+2.9

*B: Bused pupils NB: Non-bused pupils T: Total bused and non-bused pupils

**Other: Absence for "reasons other than illness"

Read: During 1970-71 for Other White pupils, 11 bused pupils had an average number of days absent for "illness" of 8.7, for "other reasons" 2.3, making a total of 11.0. For the 24 non-bused pupils the equivalent figures are 8.8, 0.8, and 9.6. For the total number (35), of bused and non-bused pupils, the figures are 8.8, 1.3, and 10.1, respectively. A similar reading would be made for 1971-72. The columns headed "Increase or Decrease" show for bused pupils, an increase of 0.8 (9.5-8.7=+0.8) average number of days absent for illness, an increase of 3.1 (5.4-2.3=+3.1) for "other reasons," making a net of 3.9 days. A similar reading would be made for non-bused pupils and for the total of bused and non-bused pupils.

Two-Year Comparison, Pre-Desegregation (1970-71) versus Post-Desegregation (1971-72) of Average Number of Days Absent for a 17% Random Sample of Third Grade Pupils by Racial/Ethnic Classification Within Zone 5

Type of Absence	SPANISH-SPEAKING/SURNAME								
	Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72					
	B* N= 3	NB* N= 24	T* N= 27	B* N= 3	NB* N= 24	T* N= 27	B* N= 3	NB* N= 24	T* N= 27
Illness	12.0	10.6	10.7	10.7	10.3	10.3	-1.3	-0.3	-0.4
Other**	3.3	1.5	1.7	3.3	1.1	1.4	0.0	-0.4	-0.3
TOTAL	15.3	12.1	12.4	14.0	11.4	11.7	-1.3	-0.7	-0.7

Type of Absence	OTHER WHITE								
	Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72					
	B* N= 13	NB* N= 47	T* N= 60	B* N= 13	NB* N= 47	T* N= 60	B* N= 13	NB* N= 47	T* N= 60
Illness	11.8	6.4	7.6	10.8	7.3	8.0	-1.0	+0.9	+0.4
Other**	3.9	2.2	2.6	4.5	2.5	2.9	+0.6	+0.3	+0.3
TOTAL	15.7	8.6	10.2	15.3	9.8	10.9	-0.4	+1.2	+0.7

Type of Absence	NEGRO/BLACK								
	Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72					
	B* N= 40	NB* N= 27	T* N= 67	B* N= 40	NB* N= 27	T* N= 67	B* N= 40	NB* N= 27	T* N= 67
Illness	11.2	6.9	9.4	9.7	7.6	8.8	-1.5	+0.7	-0.6
Other**	4.4	3.0	3.9	4.2	2.0	3.3	-0.2	-1.0	-0.6
TOTAL	15.6	9.9	13.3	13.9	9.6	12.1	-1.7	-0.3	-1.2

Type of Absence	ASIAN								
	Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72					
	B* N= 3	NB* N= 13	T* N= 16	B* N= 3	NB* N= 13	T* N= 16	B* N= 3	NB* N= 13	T* N= 16
Illness	4.7	5.6	5.4	6.7	6.6	6.6	+2.0	+1.0	+1.2
Other**	0.0	2.2	1.8	0.0	1.2	1.2	0.0	-1.0	-0.6
TOTAL	4.7	7.8	7.2	6.7	7.8	7.8	+2.0	0.0	+0.6

Type of Absence	OTHER NON-WHITE								
	Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72					
	B* N= 10	NB* N= 8	T* N= 18	B* N= 10	NB* N= 8	T* N= 18	B* N= 10	NB* N= 8	T* N= 18
Illness	6.5	12.0	8.9	8.6	4.9	6.9	+2.1	-7.1	-2.0
Other**	6.9	0.5	4.1	3.5	0.6	2.2	-3.4	+0.1	-1.9
TOTAL	13.4	12.5	13.0	12.1	5.5	9.1	-1.3	-7.0	-3.9

Type of Absence	TOTAL - ALL CLASSIFICATIONS								
	Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72					
	B* N= 69	NB* N= 119	T* N= 188	B* N= 69	NB* N= 119	T* N= 188	B* N= 69	NB* N= 119	T* N= 188
Illness	10.4	7.7	8.7	9.7	7.7	8.4	-0.7	0.0	-0.3
Other**	4.4	2.1	3.0	3.9	1.8	2.6	-0.5	-0.3	-0.4
TOTAL	14.8	9.8	11.7	13.6	9.5	11.0	-1.2	-0.3	-0.7

*B: Bused pupils   NB: Non-bused pupils   T: Total bused and non-bused pupils

**Other: Absence for "reasons other than illness"

Read: During 1970-71 for Other White pupils, 13 bused pupils had an average number of days absent for "illness" of 11.8, for "other reasons" 3.9, making a total of 15.7. For the 47 non-bused pupils the equivalent figures are 6.4, 2.2, and 8.6. For the total number (60), of bused and non-bused pupils, the figures are 7.6, 2.6, and 10.2, respectively. A similar reading would be made for 1971-72. The columns headed "Increase or Decrease" show for bused pupils, a decrease of 1.0 (10.8-11.8=-1.0) average number of days absent for illness, an increase of 0.6 (4.5-3.9=+0.6) for "other reasons," making a net of -0.4 days. A similar reading would be made for non-bused pupils and for the total of bused and non-bused pupils.

Two-Year Comparison, Pre-Desegregation (1970-71) versus Post-Desegregation (1971-72) of Average Number of Days Absent for a 17% Random Sample of Third Grade Pupils by Racial/Ethnic Classification Within Zone 6

Type of Absence	SPANISH-SPEAKING/SURNAME									OTHER WHITE									NEGRO/BLACK								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 2	NB* N= 2	T* N= 4	B* N= 2	NB* N= 2	T* N= 4	B* N= 2	NB* N= 2	T* N= 4	B* N= 17	NB* N= 16	T* N= 33	B* N= 17	NB* N= 16	T* N= 33	B* N= 17	NB* N= 16	T* N= 33	B* N= 23	NB* N= 25	T* N= 48	B* N= 23	NB* N= 25	T* N= 48	B* N= 23	NB* N= 25	T* N= 48
Illness	29.5	13.0	21.2	31.0	12.5	21.8	+1.5	-0.5	+0.6	3.5	7.2	5.3	7.9	5.9	6.9	+4.4	-1.3	+1.6	11.0	9.7	10.4	10.5	8.9	9.7	-0.5	-0.8	-0.7
Other**	2.5	2.5	2.5	8.0	0.5	4.2	+5.5	-2.0	+1.7	2.1	3.2	2.6	1.6	0.8	1.2	-0.5	-2.4	-1.4	3.6	5.3	4.5	4.1	2.5	3.3	+0.5	-2.8	-1.2
TOTAL	32.0	15.5	23.7	39.0	13.0	26.0	+7.0	-2.5	+2.3	5.6	10.4	7.9	9.5	6.7	8.1	+3.9	-3.7	+0.2	14.6	15.0	14.9	14.6	11.4	13.0	0.0	-3.6	-1.9

Type of Absence	ASIAN									OTHER NON-WHITE									TOTAL - ALL CLASSIFICATIONS								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 3	NB* N= 4	T* N= 7	B* N= 3	NB* N= 4	T* N= 7	B* N= 3	NB* N= 4	T* N= 7	B* N= 1	NB* N= 3	T* N= 4	B* N= 1	NB* N= 3	T* N= 4	B* N= 1	NB* N= 3	T* N= 4	B* N= 46	NB* N= 50	T* N= 96	B* N= 46	NB* N= 50	T* N= 96	B* N= 46	NB* N= 50	T* N= 96
Illness	17.7	3.8	9.7	17.3	1.3	8.1	-0.4	-2.5	-1.6	0.0	11.7	8.8	0.0	4.7	3.5	0.0	-7.0	-5.3	9.3	8.7	9.0	10.7	7.2	8.9	+1.4	-1.5	-0.1
Other**	0.0	3.5	2.0	0.0	1.0	0.6	0.0	-2.5	-1.4	0.0	1.0	0.8	0.0	1.7	1.3	0.0	+0.7	+0.5	2.7	4.1	3.4	3.0	1.7	2.3	+0.3	-2.4	-1.1
TOTAL	17.7	7.3	11.7	17.3	2.3	8.7	-0.4	-5.0	-3.0	0.0	12.7	9.6	0.0	6.4	4.8	0.0	-6.3	-4.8	12.0	12.8	12.4	13.7	8.9	11.2	+1.7	-3.9	-1.2

*B: Bused pupils NB: Non-bused pupils T: Total bused and non-bused pupils

**Other: Absence for "reasons other than illness"

Read: During 1970-71 for Other White pupils, 17 bused pupils had an average number of days absent for "illness" of 3.5, for "other reasons" 2.1, making a total of 5.6. For the 16 non-bused pupils the equivalent figures are 7.2, 3.2, and 10.4. For the total number (33), of bused and non-bused pupils, the figures are 5.3, 2.6, and 7.9, respectively. A similar reading would be made for 1971-72. The columns headed "Increase or Decrease" show for bused pupils, an increase of 4.4 (7.9-3.5=+4.4) average number of days absent for illness, a decrease of 0.5 (1.6-2.1=-0.5) for "other reasons," making a net of +3.9 days. A similar reading would be made for non-bused pupils and for the total of bused and non-bused pupils.

Two-Year Comparison, Pre-Desegregation (1970-71) versus Post-Desegregation (1971-72) of Average Number of Days Absent for a 17% Random Sample of Third Grade Pupils by Racial/Ethnic Classification Within Zone 7

Type of Absence	SPANISH-SPEAKING/SURNAME									OTHER WHITE									NEGRO/BLACK								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 2	NB* N= 4	T* N= 6	B* N= 2	NB* N= 4	T* N= 6	B* N= 2	NB* N= 4	T* N= 6	B* N= 16	NB* N= 11	T* N= 27	B* N= 16	NB* N= 11	T* N= 27	B* N= 16	NB* N= 11	T* N= 27	B* N= 14	NB* N= 19	T* N= 33	B* N= 14	NB* N= 19	T* N= 33	B* N= 14	NB* N= 19	T* N= 33
Illness	7.0	9.2	8.5	3.5	9.8	7.7	-3.5	[illegible]0.6	-0.8	8.4	4.5	6.8	10.3	3.5	7.6	+1.9	-1.0	+0.8	3.1	9.4	6.7	7.0	5.3	6.0	+3.9	-4.1	-0.7
Other**	1.0	5.8	4.2	1.5	2.0	1.8	+0.5	-3.8	-2.4	0.9	2.2	1.4	2.9	1.4	2.3	+2.0	-0.8	+0.9	8.6	3.8	5.8	4.3	3.0	3.6	-4.3	-0.8	-2.2
TOTAL	8.0	15.0	12.7	5.0	11.8	9.5	-3.0	-3.2	-3.2	9.3	6.7	8.2	13.2	4.9	9.9	+3.9	-1.8	+1.7	11.7	13.2	12.5	11.3	8.3	9.6	-0.4	-4.9	-2.9

Type of Absence	ASIAN									OTHER NON-WHITE									TOTAL - ALL CLASSIFICATIONS								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 3	NB* N= 7	T* N= 10	B* N= 3	NB* N= 7	T* N= 10	B* N= 3	NB* N= 7	T* N= 10	B* N= 1	NB* N= 10	T* N= 11	B* N= 1	NB* N= 10	T* N= 11	B* N= 1	NB* N= 10	T* N= 11	B* N= 36	NB* N= 51	T* N= 87	B* N= 36	NB* N= 51	T* N= 87	B* N= 36	NB* N= 51	T* N= 87
Illness	2.7	8.0	6.4	5.3	6.1	5.9	+2.6	-1.9	-0.5	10.0	6.5	6.8	6.0	5.4	5.5	-4.0	-1.1	-1.3	5.8	7.6	6.8	8.1	5.4	6.5	+2.3	-2.2	-0.3
Other**	0.3	1.0	0.8	0.7	2.6	2.0	+0.4	+1.6	+1.2	0.0	0.7	0.6	0.0	2.3	2.1	0.0	+1.6	+1.5	3.9	2.6	3.1	3.1	2.4	2.7	-0.8	-0.2	-0.4
TOTAL	3.0	9.0	7.2	6.0	8.7	7.9	+3.0	-0.3	+0.7	10.0	7.2	7.4	6.0	7.7	7.6	-4.0	+0.5	+0.2	9.7	10.2	9.9	11.2	7.8	9.2	+1.5	-2.4	-0.7

*B: Bused pupils   NB: Non-bused pupils   T: Total bused and non-bused pupils

**Other: Absence for "reasons other than illness"

Read: During 1970-71 for Other White pupils, 16 bused pupils had an average number of days absent for "illness" of 8.4, for "other reasons" 0.9, making a total of 9.3. For the 11 non-bused pupils the equivalent figures are 4.5, 2.2, and 6.7. For the total number (27), of bused and non-bused pupils, the figures are 6.8, 1.4, and 8.2, respectively. A similar reading would be made for 1971-72. The columns headed "Increase or Decrease" show for bused pupils, an increase of 1.9 (10.3-8.4=+1.9) average number of days absent for illness, an increase of 2.0 (2.9-0.9=+2.0) for "other reasons," making a net of +3.9 days. A similar reading would be made for non-bused pupils and for the total of bused and non-bused pupils.

Two-Year Comparison, Pre-Desegregation (1970-71) versus Post-Desegregation (1971-72) of Average Number of Days Absent for a 17% Random Sample of Sixth Grade Pupils by Racial/Ethnic Classification Within Zone 1

Type of Absence	SPANISH-SPEAKING/SURNAME									OTHER WHITE									NEGRO/BLACK								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 4	NB* N= 2	T* N= 6	B* N= 4	NB* N= 2	T* N= 6	B* N= 4	NB* N= 2	T* N= 6	B* N= 33	NB* N= 24	T* N= 57	B* N= 33	NB* N= 24	T* N= 57	B* N= 33	NB* N= 24	T* N= 57	B* N= 37	NB* N= 13	T* N= 50	B* N= 37	NB* N= 13	T* N= 50	B* N= 37	NB* N= 13	T* N= 50
Illness	7.5	9.5	8.2	8.8	17.0	11.5	+1.3	+7.5	+3.3	13.2	10.8	12.2	12.4	11.6	12.1	-0.8	+0.8	-0.1	8.6	8.5	8.5	7.6	7.7	7.7	-1.0	-0.8	-0.8
Other**	2.2	0.0	1.5	1.5	1.5	1.5	-0.7	+1.5	0.0	1.8	3.3	2.4	1.8	3.2	2.4	0.0	-0.1	0.0	3.4	0.5	2.6	5.0	0.8	3.9	+1.6	+0.3	+1.3
TOTAL	9.7	9.5	9.7	10.3	18.5	13.0	+0.6	+9.0	+3.3	15.0	14.1	14.6	14.2	14.8	14.5	-0.8	+0.7	-0.1	12.0	9.0	11.1	12.6	8.5	11.6	+0.6	-0.5	+0.5

Type of Absence	ASIAN									OTHER NON-WHITE									TOTAL - ALL CLASSIFICATIONS								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 38	NB* N= 15	T* N= 53	B* N= 38	NB* N= 15	T* N= 53	B* N= 38	NB* N= 15	T* N= 53	B* N= 7	NB* N= 4	T* N= 11	B* N= 7	NB* N= 4	T* N= 11	B* N= 7	NB* N= 4	T* N= 11	B* N= 119	NB* N= 58	T* N= 177	B* N= 119	NB* N= 58	T* N= 177	B* N= 119	NB* N= 58	T* N= 177
Illness	5.6	4.3	5.2	3.9	3.2	3.7	-1.7	-1.1	-1.5	7.4	6.5	7.1	6.6	14.2	9.4	-0.8	+7.7	+2.3	8.8	8.2	8.6	7.7	8.9	8.1	-1.1	+0.7	-0.5
Other**	0.7	0.8	0.7	0.6	1.1	0.7	-0.1	+0.3	0.0	1.1	3.2	1.9	1.0	0.5	0.8	-0.1	-2.7	-1.1	1.9	1.9	2.0	2.3	1.9	2.2	+0.4	0.0	+0.2
TOTAL	6.3	5.1	5.9	4.5	4.3	4.4	-1.8	-0.8	-1.5	8.5	9.7	9.0	7.6	14.7	10.2	-0.9	+5.0	-1.2	10.7	10.1	10.6	10.0	10.8	10.3	-0.7	+0.7	-0.3

*B: Bused pupils NB: Non-bused pupils T: Total bused and non-bused pupils

**Other: Absence for "reasons other than illness"

Read: During 1970-71 for Other White pupils, 33 bused pupils had an average number of days absent for "illness" of 13.2, for "other reasons" 1.8, making a total of 15.0. For the 24 non-bused pupils the equivalent figures are 10.8, 3.3, and 14.1. For the total number (57), of bused and non-bused pupils, the figures are 12.2, 2.4, and 14.6, respectively. A similar reading would be made for 1971-72. The columns headed "Increase or Decrease" show, for bused pupils, a decrease of 0.8 (12.4-13.2=-0.8) average number of days absent for illness, no increase or decrease (1.8-1.8=0.0) for "other reasons," making a net of -0.8 days. A similar reading would be made for non-bused pupils and for the total of bused and non-bused pupils.

Two-Year Comparison, Pre-Desegregation (1970-71) versus Post-Desegregation (1971-72) of Average Number of Days Absent for a 17% Random Sample of Sixth Grade Pupils by Racial/Ethnic Classification Within Zone 2

Type of Absence	SPANISH-SPEAKING/SURNAME									OTHER WHITE									NEGRO/BLACK								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 3	NB* N= 1	T* N= 4	B* N= 3	NB* N= 1	T* N= 4	B* N= 3	NB* N= 1	T* N= 4	B* N= 18	NB* N= 9	T* N= 27	B* N= 18	NB* N= 9	T* N= 27	B* N= 18	NB* N= 9	T* N= 27	B* N= 15	NB* N= 11	T* N= 26	B* N= 15	NB* N= 11	T* N= 26	B* N= 15	NB* N= 11	T* N= 26
Illness	9.7	4.0	8.2	11.0	2.0	8.8	+1.3	-2.0	+0.6	7.6	5.3	6.9	11.1	4.9	9.0	+3.5	-0.4	+2.1	6.5	10.6	8.3	10.4	4.5	9.8	+3.9	-6.1	+1.5
Other**	1.3	0.0	1.0	1.0	0.0	0.8	-0.3	0.0	-0.2	2.3	0.7	1.7	2.7	2.9	2.7	+0.4	+2.2	+1.0	3.5	4.2	3.8	2.8	3.2	3.7	-0.7	-1.0	-0.1
TOTAL	11.0	4.0	9.2	12.0	2.0	9.6	+1.0	-2.0	+0.4	9.9	6.0	8.6	13.8	7.8	11.7	+3.9	+1.8	+3.1	10.0	14.8	12.1	13.2	7.7	13.5	+3.2	-7.1	+1.4

Type of Absence	ASIAN									OTHER NON-WHITE									TOTAL - ALL CLASSIFICATIONS								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 24	NB* N= 7	T* N= 31	B* N= 24	NB* N= 7	T* N= 31	B* N= 24	NB* N= 7	T* N= 31	B* N= 1	NB* N= 2	T* N= 3	B* N= 1	NB* N= 2	T* N= 3	B* N= 1	NB* N= 2	T* N= 3	B* N= 61	NB* N= 30	T* N= 91	B* N= 61	NB* N= 30	T* N= 91	B* N= 61	NB* N= 30	T* N= 91
Illness	2.8	3.3	2.9	2.8	2.4	2.5	0.0	-0.9	-0.4	7.0	4.5	5.3	2.0	7.3	6.0	-5.0	+2.8	+0.7	5.5	6.7	5.9	7.5	4.5	6.5	+2.0	-2.2	+0.6
Other**	0.8	0.9	0.8	1.6	0.9	1.5	+0.8	0.0	+0.7	0.0	2.0	1.3	2.0	0.0	0.5	+2.0	-2.0	-0.8	1.9	2.1	2.0	2.2	2.2	2.2	+0.3	+0.1	+0.2
TOTAL	3.6	4.2	3.7	4.4	3.3	4.0	+0.8	-0.9	+0.3	7.0	6.5	6.6	4.0	7.3	6.5	-3.0	+0.8	-0.1	7.4	8.8	7.9	9.7	6.7	8.7	+2.3	-2.1	+0.8

*B: Bused pupils   NB: Non-bused pupils   T: Total bused and non-bused pupils

**Other: Absence for "reasons other than illness"

Read: During 1970-71 for Other White pupils, 18 bused pupils had an average number of days absent for "illness" of 7.6, for "other reasons" 2.3, making a total of 9.9. For the 9 non-bused pupils the equivalent figures are 5.3, 0.7, and 6.0. For the total number (27), of bused and non-bused pupils, the figures are 6.9, 1.7, and 8.6 respectively. A similar reading would be made for 1971-72. The columns headed "Increase or Decrease" show, for bused pupils, an increase of 3.5 (11.1-7.6=+3.5) average number of days absent for illness, an increase of 0.4 (2.7-2.3=+0.4) for "other reasons," making a net of +3.9 days. A similar reading would be made for non-bused pupils and for the total of bused and non-bused pupils.

Two-Year Comparison, Pre-Desegregation (1970-71) versus Post-Desegregation (1971-72) of Average Number of Days Absent for a 17% Random Sample of Sixth Grade Pupils by Racial/Ethnic Classification Within Zone 3

Type of Absence	SPANISH-SPEAKING/SURNAME								
	Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72					
	B* N= 23	NB* N= 9	T* N= 32	B* N= 23	NB* N= 9	T* N= 32	B* N= 23	NB* N= 9	T* N= 32
Illness	9.5	8.8	9.3	9.9	12.4	10.6	+0.4	+3.6	+1.3
Other**	5.5	2.1	4.6	7.1	2.4	5.8	+1.6	+0.3	+1.2
TOTAL	15.0	10.9	13.9	17.0	14.8	16.4	+2.0	+3.9	+2.5

Type of Absence	OTHER WHITE								
	Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72					
	B* N= 16	NB* N= 17	T* N= 33	B* N= 16	NB* N= 17	T* N= 33	B* N= 16	NB* N= 17	T* N= 33
Illness	10.6	7.2	8.8	12.4	10.5	11.4	+1.8	+3.3	+2.6
Other**	3.8	3.1	3.4	5.6	4.4	4.9	+1.8	+1.3	+1.5
TOTAL	14.4	10.3	12.2	18.0	14.9	16.3	+3.6	+4.6	+4.1

Type of Absence	NEGRO/BLACK								
	Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72					
	B* N= 32	NB* N= 12	T* N= 44	B* N= 32	NB* N= 12	T* N= 44	B* N= 32	NB* N= 12	T* N= 44
Illness	6.1	10.8	7.4	10.2	7.8	9.5	+4.1	-3.0	+2.1
Other**	8.5	3.9	7.2	8.2	6.0	7.6	-0.3	+2.1	+0.4
TOTAL	14.6	14.7	14.6	18.4	13.8	17.1	+3.8	-0.9	+2.5

Type of Absence	ASIAN								
	Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72					
	B* N= 16	NB* N= 14	T* N= 30	B* N= 16	NB* N= 14	T* N= 30	B* N= 16	NB* N= 14	T* N= 30
Illness	3.6	1.4	2.6	6.2	1.8	4.1	+2.6	+0.4	+1.5
Other**	1.2	0.6	0.9	4.7	1.2	3.1	+3.5	+0.6	+2.2
TOTAL	4.8	2.0	3.5	10.9	3.0	7.2	+6.1	+1.0	+3.7

Type of Absence	OTHER NON-WHITE								
	Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72					
	B* N= 14	NB* N= 8	T* N= 22	B* N= 14	NB* N= 8	T* N= 22	B* N= 14	NB* N= 8	T* N= 22
Illness	6.6	4.2	5.7	9.1	3.4	7.0	+2.5	-0.8	+1.3
Other**	4.3	0.5	2.9	4.8	2.0	3.7	+0.5	+1.5	+0.8
TOTAL	10.9	4.7	8.6	13.9	5.4	10.7	+3.0	+0.7	+2.1

Type of Absence	TOTAL - ALL CLASSIFICATIONS								
	Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72					
	B* N= 101	NB* N= 60	T* N= 161	B* N= 101	NB* N= 60	T* N= 161	B* N= 101	NB* N= 60	T* N= 161
Illness	7.3	6.4	6.9	9.7	7.2	8.8	+2.4	+0.8	+1.8
Other**	5.3	2.2	4.1	6.6	3.4	5.3	+1.3	+1.2	+1.2
TOTAL	12.6	8.6	11.0	16.3	10.6	14.1	+3.7	+2.0	+3.0

*B: Bused pupils NB: Non-bused pupils T: Total bused and non-bused pupils

**Other: Absence for "reasons other than illness"

Read: During 1970-71 for Other White pupils, 16 bused pupils had an average number of days absent for "illness" of 10.6, for "other reasons" 3.8, making a total of 14.4. For the 17 non-bused pupils the equivalent figures are 7.2, 3.1, and 10.3. For the total number (33), of bused and non-bused pupils, the figures are 8.8, 3.4, and 12.2, respectively. A similar reading would be made for 1971-72. The columns headed "Increase or Decrease" show, for bused pupils, an increase of 1.8 (12.4-10.6=+1.8) average number of days absent for illness, an increase of 1.8 (5.6-3.8=+1.8) for "other reasons," making a net of 3.6 days. A similar reading would be made for non-bused pupils and for the total of bused and non-bused pupils.

Two-Year Comparison, Pre-Desegregation (1970-71) versus Post-Desegregation (1971-72) of Average Number of Days Absent for a 17% Random Sample of Sixth Grade Pupils by Racial/Ethnic Classification Within Zone 4

Type of Absence	SPANISH-SPEAKING/SURNAME									OTHER WHITE									NEGRO/BLACK								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 22	NB* N= 20	T* N= 42	B* N= 22	NB* N= 20	T* N= 42	B* N= 22	NB* N= 20	T* N= 42	B* N= 26	NB* N= 21	T* N= 47	B* N= 26	NB* N= 21	T* N= 47	B* N= 26	NB* N= 21	T* N= 47	B* N= 28	NB* N= 33	T* N= 61	B* N= 28	NB* N= 33	T* N= 61	B* N= 28	NB* N= 33	T* N= 61
Illness	8.5	9.2	8.8	10.1	7.4	8.8	+1.6	-1.8	0.0	9.2	10.3	9.7	13.7	11.9	12.9	+4.5	+1.6	+3.2	10.5	8.9	9.6	9.4	9.0	9.2	-1.1	+0.1	-0.4
Other**	2.1	1.5	1.8	5.7	1.7	3.8	+3.6	+0.2	+2.0	1.8	3.1	2.4	7.3	3.7	5.7	+5.5	+0.6	+3.3	5.5	7.9	6.8	4.8	6.0	5.4	-0.7	-1.9	-1.4
TOTAL	10.6	10.7	10.6	15.8	9.1	12.6	+5.2	-1.6	+2.0	11.0	13.4	12.1	21.0	15.6	18.6	+10.0	+2.2	+6.5	16.0	16.8	16.4	14.2	15.0	14.6	-1.8	-1.8	-1.8

Type of Absence	ASIAN									OTHER NON-WHITE									TOTAL - ALL CLASSIFICATIONS								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 9	NB* N= 3	T* N= 12	B* N= 9	NB* N= 3	T* N= 12	B* N= 9	NB* N= 3	T* N= 12	B* N= 4	NB* N= 4	T* N= 8	B* N= 4	NB* N= 4	T* N= 8	B* N= 4	NB* N= 4	T* N= 8	B* N= 89	NB* N= 81	T* N= 170	B* N= 89	NB* N= 81	T* N= 170	B* N= 89	NB* N= 81	T* N= 170
Illness	5.9	5.7	5.8	3.9	3.7	3.8	-2.0	-2.0	-2.0	2.5	11.0	6.8	10.8	9.2	10.0	+8.3	-1.8	+3.2	8.8	9.3	9.1	10.3	9.2	9.8	+1.5	-0.1	+0.7
Other**	0.8	0.3	0.7	1.1	0.3	0.9	+0.3	0.0	+0.2	0.0	3.0	1.5	2.8	2.2	2.5	+2.8	-0.8	+1.0	2.9	4.6	3.7	5.3	4.0	4.6	+2.4	-0.6	+0.9
TOTAL	6.7	6.0	6.5	5.0	4.0	4.7	-1.7	-2.0	-1.8	2.5	14.0	8.3	13.6	11.4	12.5	+11.1	-2.6	+4.2	11.7	13.9	12.8	15.6	13.2	14.4	+3.9	-0.7	+1.6

*B: Bused pupils NB: Non-bused pupils T: Total bused and non-bused pupils

**Other: Absence for "reasons other than illness"

Read: During 1970-71 for Other White pupils, 26 bused pupils had an average number of days absent for "illness" of 9.2, for "other reasons" 1.8, making a total of 11.0. For the 21 non-bused pupils the equivalent figures are 10.3, 3.1, and 13.4. For the total number (47), of bused and non-bused pupils, the figures are 9.7, 2.4, and 12.1, respectively. A similar reading would be made for 1971-72. The columns headed "Increase or Decrease" show, for bused pupils, an increase of 4.5 (13.7-9.2=+4.5) average number of days absent for illness, an increase of 5.5 (7.3-1.8=+5.5) for "other reasons," making a net of +10.0 days. A similar reading would be made for non-bused pupils and for the total of bused and non-bused pupils.

Two-Year Comparison, Pre-Desegregation (1970-71) versus Post-Desegregation (1971-72) of Average Number of Days Absent for a 17% Random Sample of Sixth Grade Pupils by Racial/Ethnic Classification Within Zone 5

Type of Absence	SPANISH-SPEAKING/SURNAME									OTHER WHITE									NEGRO/BLACK								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 11	NB* N= 18	T* N= 29	B* N= 11	NB* N= 18	T* N= 29	B* N= 11	NB* N= 18	T* N= 29	B* N= 45	NB* N= 21	T* N= 66	B* N= 45	NB* N= 21	T* N= 66	B* N= 45	NB* N= 21	T* N= 66	B* N= 27	NB* N= 41	T* N= 68	B* N= 27	NB* N= 41	T* N= 68	B* N= 27	NB* N= 41	T* N= 68
Illness	7.5	11.3	10.1	10.7	9.1	9.7	+3.2	-2.2	-0.4	9.5	8.5	9.3	11.6	12.3	11.8	+2.1	+3.8	+2.5	6.2	8.7	7.7	6.2	7.1	6.7	0.0	-1.6	-1.0
Other**	1.0	4.9	3.4	3.1	2.0	2.4	+2.1	-2.9	-1.0	1.8	1.4	1.6	3.1	2.4	2.9	+1.3	+1.0	+1.3	2.4	3.5	3.1	2.8	3.3	3.1	+0.4	-0.2	0.0
TOTAL	8.5	16.2	13.5	13.8	11.1	12.1	+5.3	-5.1	-1.4	11.3	9.9	10.9	14.7	14.7	14.7	+3.4	+4.8	+3.8	8.6	12.2	10.8	9.0	10.4	9.8	+0.4	-1.8	-1.0

Type of Absence	ASIAN									OTHER NON-WHITE									TOTAL - ALL CLASSIFICATIONS								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 3	NB* N= 9	T* N= 12	B* N= 3	NB* N= 9	T* N= 12	B* N= 3	NB* N= 9	T* N= 12	B* N= 11	NB* N= 9	T* N= 20	B* N= 11	NB* N= 9	T* N= 20	B* N= 11	NB* N= 9	T* N= 20	B* N= 97	NB* N= 98	T* N= 195	B* N= 97	NB* N= 98	T* N= 195	B* N= 97	NB* N= 98	T* N= 195
Illness	4.0	4.7	4.5	2.7	4.9	4.3	-1.3	+0.2	-0.2	4.7	5.8	5.2	5.9	6.7	6.2	+1.2	+0.9	+1.0	7.6	8.5	8.1	9.1	8.3	8.7	+1.5	-0.2	+0.6
Other**	0.0	0.3	0.2	2.7	0.6	1.1	+2.7	+0.3	+0.9	1.4	4.2	2.6	3.1	3.2	3.2	+1.7	-1.0	+0.6	1.8	3.1	2.4	3.0	2.6	2.8	+1.2	-0.5	+0.4
TOTAL	4.0	5.0	4.7	5.4	5.5	5.4	+1.4	+0.5	+0.7	6.1	10.0	7.8	9.0	9.9	9.4	+2.9	-0.1	+1.6	9.4	11.6	10.5	12.1	10.9	11.5	+2.7	-0.7	+1.0

*B: Bused pupils NB: Non-bused pupils T: Total bused and non-bused pupils

**Other: Absence for "reasons other than illness"

Read: During 1970-71 for Other White pupils, 45 bused pupils had an average number of days absent for "illness" of 9.5, for "other reasons" 1.8, making a total of 11.3. For the 21 non-bused pupils the equivalent figures are 8.5, 1.4, and 9.9. For the total number (66), of bused and non-bused pupils, the figures are 9.3, 1.6, and 10.9, respectively. A similar reading would be made for 1971-72. The columns headed "Increase or Decrease" show, for bused pupils, an increase of 2.1 (11.6-9.5=+2.1) average number of days absent for illness, an increase of 1.3 (3.1-1.8=+1.3) for "other reasons," making a net of +3.4 days. A similar reading would be made for non-bused pupils and for the total of bused and non-bused pupils.

Two-Year Comparison, Pre-Desegregation (1970-71) versus Post-Desegregation (1971-72) of Average Number of Days Absent for a 17% Random Sample of Sixth Grade Pupils by Racial/Ethnic Classification Within Zone 6

Type of Absence	SPANISH-SPEAKING/SURNAME									OTHER WHITE									NEGRO/BLACK								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 1	NB* N= 2	T* N= 3	B* N= 1	NB* N= 2	T* N= 3	B* N= 1	NB* N= 2	T* N= 3	B* N= 9	NB* N= 30	T* N= 39	B* N= 9	NB* N= 30	T* N= 39	B* N= 9	NB* N= 30	T* N= 39	B* N= 30	NB* N= 23	T* N= 53	B* N= 30	NB* N= 23	T* N= 53	B* N= 30	NB* N= 23	T* N= 53
Illness	5.0	12.5	10.0	6.0	10.0	8.7	+1.0	-2.5	-1.3	10.2	8.7	9.1	8.6	11.2	10.4	-1.6	+2.5	+1.3	8.1	9.2	8.6	6.5	7.3	6.8	-1.6	-1.9	-1.8
Other**	1.0	1.5	1.3	3.0	3.0	3.0	+2.0	+1.5	+1.7	1.0	1.9	1.7	1.4	2.1	1.9	+0.4	+0.2	+0.2	2.7	2.1	2.4	2.5	1.5	2.1	-0.2	-0.6	-0.3
TOTAL	6.0	14.0	11.3	9.0	13.0	11.7	+3.0	-1.0	+0.4	11.2	10.6	10.8	10.0	13.3	12.3	-1.2	+2.7	+1.5	10.8	11.3	11.0	9.0	8.8	8.9	-1.8	-2.5	-2.1

Type of Absence	ASIAN									OTHER NON-WHITE									TOTAL - ALL CLASSIFICATIONS								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 8	NB* N= 3	T* N= 11	B* N= 8	NB* N= 3	T* N= 11	B* N= 8	NB* N= 3	T* N= 11	B* N= 2	NB* N= 2	T* N= 4	B* N= 2	NB* N= 2	T* N= 4	B* N= 2	NB* N= 2	T* N= 4	B* N= 50	NB* N= 60	T* N= 110	B* N= 50	NB* N= 60	T* N= 110	B* N= 50	NB* N= 60	T* N= 110
Illness	4.6	3.7	4.1	5.5	2.7	4.7	+0.9	-1.0	+0.6	10.5	4.0	7.2	19.0	22.5	20.8	+8.5	+18.5	+13.6	8.5	8.5	8.5	7.8	9.0	8.4	-0.7	+0.5	-0.1
Other**	1.5	0.0	1.1	0.5	0.0	0.4	-1.0	0.0	-0.7	3.5	2.5	3.0	1.5	0.0	0.8	-2.0	- 2.0	- 2.2	2.2	1.8	2.0	2.0	1.7	1.9	-0.2	-0.1	-0.1
TOTAL	6.1	3.7	5.2	6.0	2.7	5.1	-0.1	-1.0	-0.1	14.0	6.5	10.2	20.5	22.5	21.6	+6.5	+16.5	+11.4	10.7	10.3	10.5	9.8	10.7	10.3	-0.9	+0.4	-0.2

*B: Bused pupils NB: Non-bused pupils T: Total bused and non-bused pupils

**Other: Absence for "reasons other than illness"

Read: During 1970-71 for Other White pupils, 9 bused pupils had an average number of days absent for "illness" of 10.2, for "other reasons" 1.0, making a total of 11.2. For the 30 non-bused pupils the equivalent figures are 8.7, 1.9, and 10.6. For the total number (39), of bused and non-bused pupils, the figures are 9.1, 1.7, and 10.8, respectively. A similar reading would be made for 1971-72. The columns headed "Increase or Decrease" show, for bused pupils, a decrease of 1.6 (8.6-10.2=-1.6) average number of days absent for illness, an increase of 0.4 (1.4-1.0=+0.4) for "other reasons," making a net of -1.2 days. A similar reading would be made for non-bused pupils and for the total of bused and non-bused pupils.

Two-Year Comparison, Pre-Desegregation (1970-71) versus Post-Desegregation (1971-72) of Average Number of Days Absent for a 17% Random Sample of Sixth Grade Pupils by Racial/Ethnic Classification Within Zone 7

Type of Absence	SPANISH-SPEAKING/SURNAME									OTHER WHITE									NEGRO/BLACK								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 7	NB* N= 2	T* N= 9	B* N= 7	NB* N= 2	T* N= 9	B* N= 7	NB* N= 2	T* N= 9	B* N= 13	NB* N= 21	T* N= 34	B* N= 13	NB* N= 21	T* N= 34	B* N= 13	NB* N= 21	T* N= 34	B* N= 27	NB* N= 6	T* N= 33	B* N= 27	NB* N= 6	T* N= 33	B* N= 27	NB* N= 6	T* N= 33
Illness	6.4	28.5	11.3	5.7	22.5	9.4	-0.7	-6.0	-1.9	6.6	7.1	6.9	8.8	9.0	8.9	+2.2	+1.9	+2.0	9.3	2.5	8.1	7.3	2.7	6.5	-2.0	+0.2	-1.6
Other**	5.3	11.5	6.7	2.9	1.5	2.6	-2.4	-10.0	-4.1	4.7	1.6	2.8	2.4	2.0	2.1	-2.3	+0.4	-0.7	4.5	2.7	4.2	4.4	4.0	4.3	-0.1	+1.3	+0.1
TOTAL	11.7	40.0	18.0	8.6	24.0	12.0	-3.1	-16.0	-6.0	11.3	8.7	9.7	11.2	11.0	11.0	-0.1	+2.3	+1.3	13.8	5.2	12.3	11.7	6.7	10.8	-2.1	+1.5	-1.5

Type of Absence	ASIAN									OTHER NON-WHITE									TOTAL - ALL CLASSIFICATIONS								
	Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease			Average No. Days Absent						Increase or Decrease		
	1970-71			1971-72						1970-71			1971-72						1970-71			1971-72					
	B* N= 3	NB* N= 19	T* N= 22	B* N= 3	NB* N= 19	T* N= 22	B* N= 3	NB* N= 19	T* N= 22	B* N= 7	NB* N= 3	T* N= 10	B* N= 7	NB* N= 3	T* N= 10	B* N= 7	NB* N= 3	T* N= 10	B* N= 57	NB* N= 51	T* N= 108	B* N= 57	NB* N= 51	T* N= 108	B* N= 57	NB* N= 51	T* N= 108
Illness	1.0	5.2	4.6	1.7	5.8	5.3	+0.7	+0.6	+0.7	6.9	2.0	5.4	9.6	2.7	7.5	+2.7	+0.7	+2.1	7.6	6.4	7.0	7.4	7.2	7.3	-0.2	+0.8	+0.3
Other**	1.3	0.1	0.3	0.3	0.2	0.2	-1.0	+0.1	-0.1	1.4	0.7	1.2	0.7	0.3	0.6	-0.7	-0.4	-0.6	4.1	1.5	2.9	3.1	1.4	2.3	-1.0	-0.1	-0.6
TOTAL	2.3	5.3	4.9	2.0	6.0	5.5	-0.3	+0.7	+0.6	8.3	2.7	6.6	10.3	3.0	8.1	+2.0	+0.3	+1.5	11.7	7.9	9.9	10.5	8.6	9.6	-1.2	+0.7	-0.3

*B: Bused pupils NB: Non-bused pupils T: Total bused and non-bused pupils

**Other: Absence for "reasons other than illness"

Read: During 1970-71 for Other White pupils, 13 bused pupils had an average number of days absent for "illness" of 6.6, for "other reasons" 4.7, making a total of 11.3. For the 21 non-bused pupils the equivalent figures are 7.1, 1.6, and 8.7. For the total number (34), of bused and non-bused pupils, the figures are 6.9, 2.8, and 9.7, respectively. A similar reading would be made for 1971-72. The columns headed "Increase or Decrease" show, for bused pupils, an increase of 2.2 (8.8-6.6=+2.2) average number of days absent for illness, a decrease of 2.3 (2.4-4.7=-2.3) for "other reasons," making a net of -0.1 days. A similar reading would be made for non-bused pupils and for the total of bused and non-bused pupils.

COMPARE PRE & POST SURVEYS (1971-72)

QUESTION 2 :

BEFORE DESEGREGATION SOME PARENTS BELIEVED THAT ADDITIONAL BEHAVIOR PROBLEMS IN CLASS OR ON THE PLAYGROUND WOULD RESULT, WHILE OTHERS BELIEVED THERE WOULD BE NO LONG-TERM ADDITIONAL PROBLEMS. HOW DO YOU FEEL NOW AFTER THIS YEAR'S EXPERIENCE?

TOTAL AND GRADE RESPONSES

WT.	RESPONSE	PRE TOTAL %	POST TOTAL %	% CHANGE	PRE GR 3 %	POST GR 3 %	% CHANGE	PRE GR 6 %	POST GR 6 %	% CHANGE
1	MORE PROBLEMS	42.6	37.1	-5.5	40.4	35.2	-5.2	44.1	38.9	-5.2
2	NO CHANGE	40.5	30.7	-9.8	41.5	31.2	-10.3	40.2	30.9	-9.3
3	FEWER PROBLEMS	6.5	13.5	+7.0	7.2	13.3	+6.1	5.7	13.2	+7.5
	DON'T KNOW	10.2	18.5	+8.3	10.8	20.1	+9.3	9.8	16.8	+7.0
	TOTAL RESPONSES	4825	4292		1908	1835		1958	2120	
	MEANS & T-RATIO	1.59	1.71	7.559	1.62	1.72	4.183	1.57	1.69	5.255

LANGUAGE RESPONSES

WT.	RESPONSE	PRE ENG. %	POST ENG. %	% CHANGE	PRE SPAN. %	POST SPAN. %	% CHANGE	PRE CHIN. %	POST CHIN. %	% CHANGE
1	MORE PROBLEMS	42.1	37.3	-4.8	75.2	25.0	-50.2	37.6	43.6	+6.0
2	NO CHANGE	41.4	32.2	-9.2	22.2	38.1	+15.9	33.8	6.3	-27.5
3	FEWER PROBLEMS	6.6	14.4	+7.8	0.0	11.8	+11.8	6.9	3.3	-3.6
	DON'T KNOW	9.8	15.9	+6.1	2.5	25.0	+22.5	21.5	46.6	+25.1
	TOTAL RESPONSES	4448	3763		117	228		260	300	
	MEANS & T-RATIO	1.60	1.72	8.073	1.22	1.82	8.366	1.60	1.24	5.680

COMPARE PRE & POST SURVEYS (1971-72)

QUESTION 3 :

BEFORE DESEGREGATION SOME PARENTS FELT THAT TEACHERS MIGHT HAVE MORE PROBLEMS TEACHING THE CHILDREN, WHILE OTHERS THOUGHT THEY WOULD NOT OR THAT DESEGREGATION WOULD MAKE NO DIFFERENCE. WHAT DO YOU THINK NOW AFTER THIS YEARS'S EXPERIENCE?

TOTAL AND GRADE RESPONSES

WT.	RESPONSE	PRE TOTAL %	POST TOTAL %	% CHANGE	PRE GR 3 %	POST GR 3 %	% CHANGE	PRE GR 6 %	POST GR 6 %	% CHANGE
1	MORE PROBLEMS	39.8	38.8	-1.0	37.1	38.0	+0.9	43.0	40.2	-2.8
2	NO CHANGE	39.8	30.8	-9.0	42.0	31.6	-10.4	37.6	30.4	-7.2
3	FEWER PROBLEMS	7.1	11.3	+4.2	7.5	10.8	+3.3	6.8	10.8	+4.0
	DON'T KNOW	13.1	19.0	+5.9	13.2	19.4	+6.2	12.4	18.4	+6.0
	TOTAL RESPONSES	4801	4278		1892	1831		1848	2107	
	MEANS & T-RATIO	1.62	1.66	2.483	1.65	1.66	0.126	1.58	1.63	2.215

LANGUAGE RESPONSES

WT.	RESPONSE	PRE ENG. %	POST ENG. %	% CHANGE	PRE SPAN. %	POST SPAN. %	% CHANGE	PRE CHIN. %	POST CHIN. %	% CHANGE
1	MORE PROBLEMS	40.1	39.2	-0.9	28.0	26.9	-1.1	40.1	42.2	+2.1
2	NO CHANGE	40.5	31.4	-9.1	35.9	32.6	-3.3	29.1	21.8	-7.3
3	FEWER PROBLEMS	7.1	11.4	+4.3	14.0	16.9	+2.9	4.7	5.3	+0.6
	DON'T KNOW	12.2	17.8	+5.6	21.9	23.4	+1.5	25.9	30.5	+4.6
	TOTAL RESPONSES	4433	3749		114	230		254	298	
	MEANS & T-RATIO	1.62	1.66	2.536	1.82	1.86	0.512	1.52	1.46	0.836

COMPARE PRE & POST SURVEYS (1971-72)

QUESTION 4 :

BEFORE DESEGREGATION SOME PARENTS FELT THEIR CHILDREN MIGHT HAVE MORE PROBLEMS LEARNING. WHAT HAS BEEN YOUR CHILD'S EXPERIENCE THIS YEAR?

TOTAL AND GRADE RESPONSES

WT.	RESPONSE	PRE TOTAL %	POST TOTAL %	% CHANGE	PRE GR 3 %	POST GR 3 %	% CHANGE	PRE GR 6 %	POST GR 6 %	% CHANGE
1	MORE PROBLEMS	17.9	22.9	+5.0	16.2	22.2	+6.0	20.0	23.2	+3.2
2	NO CHANGE	59.4	49.5	-9.9	61.1	50.9	-10.2	57.8	49.0	-8.8
3	FEWER PROBLEMS	16.3	20.0	+3.7	15.9	19.0	+3.2	16.4	21.1	+4.7
	DON'T KNOW	6.2	7.4	+1.2	6.7	7.7	+1.0	5.7	6.5	+0.8
	TOTAL RESPONSES	4839	4273		1911	1826		1865	2109	
	MEANS & T-RATIO	1.98	1.96	1.085	1.99	1.96	1.471	1.96	1.97	0.739

LANGUAGE RESPONSES

WT.	RESPONSE	PRE ENG. %	POST ENG. %	% CHANGE	PRE SPAN. %	POST SPAN. %	% CHANGE	PRE CHIN. %	POST CHIN. %	% CHANGE
1	MORE PROBLEMS	17.4	22.4	+5.0	21.0	17.1	-3.9	25.2	33.8	+8.6
2	NO CHANGE	60.1	50.3	-9.8	51.7	48.4	-3.3	49.8	39.9	-9.9
3	FEWER PROBLEMS	16.8	21.4	+4.6	10.5	20.6	+10.1	10.1	2.3	-7.8
	DON'T KNOW	5.4	5.7	+0.3	16.6	13.7	-2.9	14.7	23.8	+9.1
	TOTAL RESPONSES	4469	3741		114	233		257	298	
	MEANS & T-RATIO	1.99	1.98	0.265	1.87	2.03	2.072	1.82	1.58	4.267

COMPARE PRE & POST SURVEYS (1971-72)

QUESTION 5 :

BEFORE DESEGREGATION SOME PARENTS FELT THAT THE CHANGING OF SCHOOL ATTENDANCE PATTERNS WOULD ISOLATE THEM FROM INVOLVEMENT IN THEIR CHILD'S EDUCATION. OTHERS FELT THIS WOULD NOT HAPPEN. WHAT HAS BEEN YOUR EXPERIENCE THIS YEAR?

TOTAL AND GRADE RESPONSES

WT.	RESPONSE	PRE TOTAL %	POST TOTAL %	% CHANGE	PRE GR 3 %	POST GR 3 %	% CHANGE	PRE GR 6 %	POST GR 6 %	% CHANGE
1	LESS INVOLVED	36.7	31.4	-5.3	35.3	31.0	-4.3	38.2	31.7	-6.5
3	MORE INVOLVED	7.2	16.1	+8.9	8.2	16.9	+8.7	6.6	15.4	+8.8
2	NO CHANGE	43.8	41.8	-2.0	43.7	40.9	-2.8	44.1	43.0	-1.1
	DON'T KNOW	12.1	10.6	-1.5	12.6	11.1	-1.5	10.9	9.7	-1.2
	TOTAL RESPONSES	4705	4223		1861	1815		1814	2078	
	MEANS & T-RATIO	1.66	1.82	11.067	1.68	1.84	6.487	1.64	1.81	7.936

LANGUAGE RESPONSES

WT.	RESPONSE	PRE ENG. %	POST ENG. %	% CHANGE	PRE SPAN. %	POST SPAN. %	% CHANGE	PRE CHIN. %	POST CHIN. %	% CHANGE
1	LESS INVOLVED	36.5	31.1	-5.4	15.0	23.6	+8.6	48.4	41.0	-7.4
3	MORE INVOLVED	6.3	16.9	+10.6	49.5	16.9	-32.6	4.2	4.1	-0.1
2	NO CHANGE	45.3	43.1	-2.2	19.4	39.7	+20.3	23.9	26.7	-2.2
	DON'T KNOW	11.7	8.7	-3.0	15.9	19.6	+3.7	18.3	28.0	+9.7
	TOTAL RESPONSES	4336	3707		113	224		256	292	
	MEANS & T-RATIO	1.65	1.84	12.856	2.41	1.91	5.327	1.45	1.48	0.451

COMPARE PRE & POST SURVEYS (1971-72)

QUESTION 6 :

BEFORE DESEGREGATION SOME PARENTS BELIEVED THAT THERE WOULD BE PROBLEMS OF SAFETY IN BUSING CHILDREN TO SCHOOL, WHILE OTHERS DID NOT SHARE THIS CONCERN. DO YOU FEEL THERE HAVE BEEN SAFETY PROBLEMS THIS YEAR?

TOTAL AND GRADE RESPONSES

WT.	RESPONSE	PRE TOTAL %	POST TOTAL %	% CHANGE	PRE GR 3 %	POST GR 3 %	% CHANGE	PRE GR 6 %	POST GR 6 %	% CHANGE
3	NO PROBLEMS	35.3	29.0	-6.3	36.0	29.5	-6.5	34.5	29.0	-5.5
1	MANY PROBLEMS	18.7	16.4	-2.3	18.1	16.6	-1.5	19.2	15.6	-3.6
2	A FEW PROBLEMS	34.9	35.5	+0.6	35.4	34.6	-0.8	35.5	36.5	+1.0
	DON'T KNOW	10.9	18.9	+8.0	10.3	19.2	+8.9	10.6	18.7	+8.1
	TOTAL RESPONSES	4739	4233		1874	1820		1826	2074	
	MEANS & T-RATIO	2.18	2.15	1.855	2.19	2.15	1.538	2.17	2.16	0.191

LANGUAGE RESPONSES

WT.	RESPONSE	PRE ENG. %	POST ENG. %	% CHANGE	PRE SPAN. %	POST SPAN. %	% CHANGE	PRE CHIN. %	POST CHIN. %	% CHANGE
3	NO PROBLEMS	36.4	30.1	-6.3	25.6	37.3	+11.7	21.1	8.8	-12.3
1	MANY PROBLEMS	17.0	15.0	-2.0	46.0	20.0	-26.0	35.0	31.2	-3.8
2	A FEW PROBLEMS	35.4	36.0	+0.6	21.2	22.6	+1.4	32.2	39.4	+7.2
	DON'T KNOW	11.0	18.7	+7.7	7.0	20.0	+13.0	11.5	20.4	+8.9
	TOTAL RESPONSES	4375	3713		113	225		251	294	
	MEANS & T-RATIO	2.21	2.18	1.984	1.78	2.21	4.271	1.84	1.71	1.856

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07/17/72                                                                                                  PAGE    6
                                          COMPARE PRE & POST SURVEYS (1971-72)
   QUESTION  12:

   IN GENERAL, HOW HAS YOUR CHILD LIKED SCHOOL THIS YEAR?

                                              TOTAL AND GRADE RESPONSES
WT.       RESPONSE                    PRE      POST       %            PRE      POST       %            PRE      POST       %
                                     TOTAL    TOTAL    CHANGE          GR 3     GR 3    CHANGE          GR 6     GR 6    CHANGE
                                       %        %                       %        %                       %        %

 3   VERY MUCH                        50.1     49.5     -1.6           56.1     51.9     -4.2           43.1     45.4     +2.3

 2   SOMEWHAT                         36.2     36.9     +0.7           32.5     34.9     +2.4           40.0     39.2     -0.8

 1   NOT AT ALL                       11.2     11.6     +0.4            8.8     10.1     +1.3           14.3     12.5     -1.8

     DON'T KNOW                        2.4      2.9     +0.5            2.4      2.9     +0.5            2.3      2.7     +0.4

        TOTAL RESPONSES               4135     4214                    1657     1806                    1584     2071

        MEANS & T-RATIO               2.39     2.38     1.328          2.48     2.43     2.436          2.29     2.33     1.870



                                                LANGUAGE RESPONSES
WT.       RESPONSE                    PRE      POST       %            PRE      POST       %            PRE      POST       %
                                      ENG.     ENG.    CHANGE          SPAN.    SPAN.   CHANGE          CHIN.    CHIN.   CHANGE
                                       %        %                       %        %                       %        %

 3   VERY MUCH                        50.3     49.7     -0.6           61.5     54.4     -7.1           41.0     29.3    -11.7

 2   SOMEWHAT                         36.5     37.7     +1.2           23.0     32.7     +9.7           34.2     29.7     -4.5

 1   NOT AT ALL                       11.1     11.0     -0.1           11.5      9.3     -2.2           13.2     20.6     +7.4

     DON'T KNOW                        1.9      1.5     -0.4            3.8      3.4     -0.4           11.4     20.2     +8.8

        TOTAL RESPONSES               3838     3682                      78      235                     219      296

        MEANS & T-RATIO               2.40     2.39     0.493          2.51     2.46     0.589          2.31     2.11     2.802
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QUESTION 15:

BEFORE DESEGREGATION SOME PARENTS BELIEVED THAT BUSING CHILDREN WOULD NOT CAUSE MORE PROBLEMS IN SCHOOL FRIENDSHIPS, PARTIES, AND OTHER SOCIAL-TYPE ACTIVITIES, WHILE OTHERS FELT THAT THIS WOULD HAPPEN. HAVE THERE BEEN PROBLEMS OF THIS KIND THIS YEAR?

TOTAL AND GRADE RESPONSES

WT.	RESPONSE	PRE TOTAL %	POST TOTAL %	% CHANGE	PRE GR 3 %	POST GR 3 %	% CHANGE	PRE GR 6 %	POST GR 6 %	% CHANGE
1	MORE PROBLEMS	33.8	24.9	-8.9	30.4	24.9	-5.5	36.7	25.1	-11.6
2	NO CHANGE	23.8	23.4	-0.4	25.3	22.1	-3.2	22.1	24.2	+2.1
4	NO PROBLEMS	17.7	26.9	+9.2	17.9	27.7	+9.8	18.0	26.4	+8.4
3	FEWER PROBLEMS	10.3	7.5	-2.8	11.4	7.2	-4.2	9.1	7.7	-1.4
	DON'T KNOW	14.2	17.0	+2.8	14.9	17.8	+2.9	14.0	16.3	+2.3
	TOTAL RESPONSES	4708	4202		1865	1799		1811	2070	
	MEANS & T-RATIO	2.13	2.44	11.443	2.19	2.46	6.163	2.09	2.42	7.903

LANGUAGE RESPONSES

WT.	RESPONSE	PRE ENG. %	POST ENG. %	% CHANGE	PRE SPAN. %	POST SPAN. %	% CHANGE	PRE CHIN. %	POST CHIN. %	% CHANGE
1	MORE PROBLEMS	33.7	25.2	-8.5	26.6	15.5	-11.1	40.0	29.0	-11.0
2	NO CHANGE	24.4	24.2	-0.2	15.5	15.0	-0.5	17.3	19.9	+2.6
4	NO PROBLEMS	17.8	29.3	+10.5	21.1	24.5	+3.4	13.7	11.5	-2.2
3	FEWER PROBLEMS	10.5	7.4	-3.1	4.5	16.3	+11.8	9.3	1.3	-8.0
	DON'T KNOW	13.4	14.6	+1.2	32.1	28.4	-3.7	19.5	38.1	+18.6
	TOTAL RESPONSES	4374	3683		109	232		225	286	
	MEANS & T-RATIO	2.14	2.45	11.821	2.29	2.69	2.405	1.96	1.92	0.292

QUESTION 16:

BEFORE DESEGREGATION SOME PARENTS BELIEVED THAT BUSING CHILDREN WOULD NOT CAUSE ANY PROBLEMS IN AFTER-SCHOOL ACTIVITIES, SUCH AS SCOUTS. OTHERS FELT THAT BUSING WOULD CAUSE PROBLEMS IN AFTER-SCHOOL ACTIVITIES. HAVE THERE BEEN PROBLEMS OF THIS KIND THIS YEAR?

TOTAL AND GRADE RESPONSES

WT.	RESPONSE	PRE TOTAL %	POST TOTAL %	% CHANGE	PRE GR 3 %	POST GR 3 %	% CHANGE	PRE GR 6 %	POST GR 6 %	% CHANGE
4	NO PROBLEMS	44.0	29.6	-14.4	46.6	29.4	-17.2	42.8	30.0	-12.8
3	FEW PROBLEMS	14.9	17.0	+2.1	14.1	15.2	+1.1	15.9	18.4	+2.5
1	MORE PROBLEMS	15.9	18.7	+2.8	13.3	19.1	+5.8	17.0	18.5	+1.5
2	NO CHANGE	12.5	12.3	-0.2	12.2	12.7	+0.5	12.3	11.9	-0.4
	DON'T KNOW	12.4	22.1	+9.7	13.6	23.4	+9.8	11.7	20.9	+9.2
	TOTAL RESPONSES	4707	4199		1359	1794		1808	2072	
	MEANS & T-RATIO	2.99	2.74	9.647	3.08	2.71	8.805	2.95	2.75	4.878

LANGUAGE RESPONSES

WT.	RESPONSE	PRE ENG. %	POST ENG. %	% CHANGE	PRE SPAN. %	POST SPAN. %	% CHANGE	PRE CHIN. %	POST CHIN. %	% CHANGE
4	NO PROBLEMS	44.9	31.3	-13.6	38.3	27.7	-10.6	30.8	10.2	-20.6
3	FEW PROBLEMS	15.1	16.5	+1.4	12.1	12.3	+0.2	13.3	26.4	+13.1
1	MORE PROBLEMS	16.2	19.4	+3.2	7.4	11.5	+4.1	15.8	16.1	+0.3
2	NO CHANGE	12.6	12.5	-0.1	11.2	11.9	+0.7	10.4	9.5	-0.9
	DON'T KNOW	11.0	20.0	+9.0	30.8	36.3	+5.5	29.5	37.6	+8.1
	TOTAL RESPONSES	4360	3680		107	234		240	284	
	MEANS & T-RATIO	2.99	2.74	9.426	3.17	2.88	1.806	2.[illegible]4	2.49	2.872

COMPARE PRE & POST SURVEYS (1971-72)

QUESTION 17:

DOES YOUR CHILD THINK THAT THE OTHER CHILDREN ARE MORE FRIENDLY TO HIM, ABOUT THE SAME OR LESS FRIENDLY TO HIM THAN THEY WERE LAST YEAR?

TOTAL AND GRADE RESPONSES

WT.	RESPONSE	PRE TOTAL %	POST TOTAL %	% CHANGE	PRE GR 3 %	POST GR 3 %	% CHANGE	PRE GR 6 %	POST GR 6 %	% CHANGE
3	MORE FRIENDLY	13.2	12.5	-0.7	14.7	11.1	-3.6	12.5	12.9	+0.4
2	ABOUT THE SAME	57.6	60.3	+2.7	57.7	61.4	+3.7	55.5	60.2	+4.7
1	LESS FRIENDLY	24.2	21.7	-2.5	21.8	21.8	+0.0	27.5	21.7	-5.8
	DON'T KNOW	4.8	5.3	+0.5	5.6	5.6	+0.0	4.3	5.0	+0.7
	TOTAL RESPONSES	4766	4238		1892	1820		1834	2080	
	MEANS & T-RATIO	1.88	1.90	1.454	1.92	1.88	1.914	1.84	1.90	3.321

LANGUAGE RESPONSES

WT.	RESPONSE	PRE ENG. %	POST ENG. %	% CHANGE	PRE SPAN. %	POST SPAN. %	% CHANGE	PRE CHIN. %	POST CHIN. %	% CHANGE
3	MORE FRIENDLY	13.4	12.7	-0.7	15.3	20.8	+5.5	10.2	3.7	-6.5
2	ABOUT THE SAME	58.2	62.2	+4.0	47.7	50.2	+2.5	51.1	43.4	-7.7
1	LESS FRIENDLY	24.1	21.1	-3.0	26.1	19.5	-6.6	25.9	31.7	+5.8
	DON'T KNOW	4.2	3.8	-0.4	10.8	9.3	-1.5	12.5	21.0	+8.5
	TOTAL RESPONSES	4401	3722		111	225		254	290	
	MEANS & T-RATIO	1.88	1.91	1.791	1.87	2.01	1.656	1.81	1.64	3.111

COMPARE PRE & POST SURVEYS (1971-72)

QUESTION 18:

HAVE YOU FOUND THE TEACHERS THIS YEAR TO BE LESS FRIENDLY TO THE PARENTS, MORE, FRIENDLY, OR ABOUT THE SAME AS THEY WERE LAST YEAR?

TOTAL AND GRADE RESPONSES

WT.	RESPONSE	PRE TOTAL %	POST TOTAL %	% CHANGE	PRE GR 3 %	POST GR 3 %	% CHANGE	PRE GR 6 %	POST GR 6 %	% CHANGE
3	MORE FRIENDLY	15.5	22.2	+6.7	16.2	22.3	+6.1	14.3	21.6	+7.3
2	ABOUT THE SAME	62.4	65.9	+3.5	62.4	65.0	+2.6	62.8	67.3	+4.5
1	LESS FRIENDLY	6.6	4.9	-1.7	6.5	5.6	-0.9	6.5	4.5	-2.0
	DON'T KNOW	15.4	6.8	-8.6	14.8	6.9	-7.9	16.2	6.4	-9.8
	TOTAL RESPONSES	4760	4243		1891	1815		1827	2089	
	MEANS & T-RATIO	2.10	2.18	7.151	2.11	2.17	3.751	2.09	2.18	5.478

LANGUAGE RESPONSES

WT.	RESPONSE	PRE ENG. %	POST ENG. %	% CHANGE	PRE SPAN. %	POST SPAN. %	% CHANGE	PRE CHIN. %	POST CHIN. %	% CHANGE
3	MORE FRIENDLY	15.7	22.6	+6.9	18.4	35.5	+17.1	10.3	6.6	-3.7
2	ABOUT THE SAME	62.5	67.3	+4.8	65.7	50.9	-14.8	59.5	59.2	-0.3
1	LESS FRIENDLY	6.6	4.8	-1.8	4.3	3.6	-0.7	7.1	7.0	-0.1
	DON'T KNOW	15.3	5.0	-10.0	11.4	9.9	-1.5	23.0	27.0	+4.0
	TOTAL RESPONSES	4394	3735		114	222		252	285	
	MEANS & T-RATIO	2.10	2.18	7.124	2.15	2.35	3.019	2.04	1.99	1.019

QUESTION 19:

WHEN YOU FIRST HEARD ABOUT THE PLAN TO DESEGREGATE THE SCHOOLS, HOW DID YOU FEEL ABOUT IT?

TOTAL AND GRADE RESPONSES

WT.	RESPONSE	PRE TOTAL %	POST TOTAL %	% CHANGE	PRE GR 3 %	POST GR 3 %	% CHANGE	PRE GR 6 %	POST GR 6 %	% CHANGE
4	STRONGLY FAVORABLE	22.2	19.4	-2.8	21.8	18.6	-3.2	22.2	20.2	-2.0
1	STRONGLY OPPOSED	30.8	34.2	+3.4	29.8	33.8	+4.0	32.3	34.5	+2.2
3	SOMEWHAT FAVORABLE	14.9	13.5	-1.4	15.2	14.6	-0.6	13.8	13.2	-0.6
2	SOMEWHAT OPPOSED	15.4	15.8	+0.4	15.5	14.9	-0.6	15.4	16.2	+0.8
	UNDECIDED	16.4	16.8	+0.4	17.5	17.8	+0.3	16.1	15.7	-0.4
	TOTAL RESPONSES	4720	4222		1368	1810		1817	2072	
	MEANS & T-RATIO	2.34	2.21	4.488	2.35	2.22	3.041	2.30	2.22	1.931

LANGUAGE RESPONSES

WT.	RESPONSE	PRE ENG. %	POST ENG. %	% CHANGE	PRE SPAN. %	POST SPAN. %	% CHANGE	PRE CHIN. %	POST CHIN. %	% CHANGE
4	STRONGLY FAVORABLE	23.0	21.2	-1.8	18.9	13.0	-5.9	8.6	1.3	-7.3
1	STRONGLY OPPOSED	30.2	32.6	+2.4	29.7	37.3	+7.6	42.1	51.1	+9.0
3	SOMEWHAT FAVORABLE	15.3	14.9	-0.4	8.1	7.2	-0.9	10.3	1.3	-9.0
2	SOMEWHAT OPPOSED	15.4	15.3	-0.1	9.9	10.3	+0.4	18.5	26.4	+7.9
	UNDECIDED	15.8	15.7	-0.1	33.3	31.9	-1.4	20.2	19.6	-0.6
	TOTAL RESPONSES	4367	3704		111	222		242	295	
	MEANS & T-RATIO	2.37	2.29	2.909	2.24	1.94	1.740	1.81	1.41	5.044

QUESTION 20:

HOW DO YOU FEEL ABOUT IT NOW?

TOTAL AND GRADE RESPONSES

WT.	RESPONSE	PRE TOTAL %	POST TOTAL %	% CHANGE	PRE GR 3 %	POST GR 3 %	% CHANGE	PRE GR 6 %	POST GR 6 %	% CHANGE
4	STRONGLY FAVORABLE	25.9	23.9	-2.0	26.9	23.4	-3.5	24.5	23.8	-0.7
1	STRONGLY OPPOSED	26.6	31.6	+5.0	24.8	31.3	+6.5	28.0	32.0	+4.0
3	SOMEWHAT FAVORABLE	21.0	18.1	-2.9	21.1	19.7	-1.4	20.3	17.7	-2.6
2	SOMEWHAT OPPOSED	14.9	13.7	-1.2	14.5	13.1	-1.4	15.1	13.9	-1.2
	UNDECIDED	11.4	12.5	+1.1	12.5	12.3	-0.2	11.9	12.3	+0.4
	TOTAL RESPONSES	4696	4220		1856	1807		1802	2073	
	MEANS & T-RATIO	2.52	2.39	4.760	2.57	2.40	4.133	2.46	2.38	2.171

LANGUAGE RESPONSES

WT.	RESPONSE	PRE ENG. %	POST ENG. %	% CHANGE	PRE SPAN. %	POST SPAN. %	% CHANGE	PRE CHIN. %	POST CHIN. %	% CHANGE
4	STRONGLY FAVORABLE	26.6	25.6	-1.0	25.4	25.3	-0.1	12.3	2.3	-10.0
1	STRONGLY OPPOSED	26.2	30.8	+4.6	24.5	27.6	+3.1	34.7	44.5	+9.8
3	SOMEWHAT FAVORABLE	21.4	19.3	-2.1	13.1	18.5	+5.4	17.3	2.3	-15.0
2	SOMEWHAT OPPOSED	15.0	13.1	-1.9	4.3	7.6	+3.3	19.4	25.3	+5.9
	UNDECIDED	10.5	10.9	+0.4	32.4	20.8	-11.6	16.1	25.3	+9.2
	TOTAL RESPONSES	4340	3702		114	221		242	296	
	MEANS & T-RATIO	2.54	2.44	3.590	2.58	2.52	0.335	2.08	1.49	6.639

COMPARE PRE & POST SURVEYS (1971-72)

QUESTION 21:

SOME PEOPLE BELIEVE THAT DESEGREGATION INCREASES TENSIONS BETWEEN RACIAL GROUPS, WHILE OTHERS BELIEVE THAT TENSIONS ARE DECREASED OR THAT IT MAKES NO DIFFERENCE. WHAT DO YOU THINK?

TOTAL AND GRADE RESPONSES

WT.	RESPONSE	PRE TOTAL %	POST TOTAL %	% CHANGE	PRE GR 3 %	POST GR 3 %	% CHANGE	PRE GR 6 %	POST GR 6 %	% CHANGE
1	TENSIONS INCREASE	32.3	29.9	-2.4	29.2	28.5	-0.7	34.9	31.4	-3.5
3	TENSIONS DECREASE	17.3	17.5	+0.2	17.7	17.3	-0.4	16.3	18.5	+2.2
2	MAKES NO DIFFERENCE	34.2	36.3	+2.1	35.8	37.7	+1.9	33.4	34.2	+0.8
	DON'T KNOW	16.1	16.2	+0.1	17.1	16.3	-0.8	15.2	15.8	+0.6
	TOTAL RESPONSES	4690	4217		1858	1802		1805	2075	
	MEANS & T-RATIO	1.82	1.85	1.915	1.86	1.86	0.140	1.79	1.84	2.523

LANGUAGE RESPONSES

WT.	RESPONSE	PRE ENG. %	POST ENG. %	% CHANGE	PRE SPAN. %	POST SPAN. %	% CHANGE	PRE CHIN. %	POST CHIN. %	% CHANGE
1	TENSIONS INCREASE	32.5	30.5	-2.0	23.0	21.8	-1.2	32.9	27.9	-5.0
3	TENSIONS DECREASE	17.9	18.3	+0.4	13.2	16.0	+2.9	8.6	8.1	-0.5
2	MAKES NO DIFFERENCE	34.4	37.0	+2.6	27.4	33.0	+5.6	32.5	29.0	-3.5
	DON'T KNOW	15.0	13.9	-1.1	36.2	29.0	-7.2	25.9	34.8	+8.9
	TOTAL RESPONSES	4334	3699		113	224		243	293	
	MEANS & T-RATIO	1.82	1.85	1.857	1.84	1.91	0.482	1.67	1.69	0.343

QUESTION 22:

SOME PARENTS BELIEVE THAT BRINGING CHILDREN OF DIFFERENT RACIAL/ETHNIC BACKGROUNDS TOGETHER AT AN EARLY AGE DECREASES THE LIKELIHOOD OF RACIAL TENSIONS BETWEEN GROUPS LATER ON. OTHERS BELIEVE THAT IT MAKES NO DIFFERENCE. WHAT DO YOU THINK?

TOTAL AND GRADE RESPONSES

WT.	RESPONSE	PRE TOTAL %	POST TOTAL %	% CHANGE	PRE GR 3 %	POST GR 3 %	% CHANGE	PRE GR 6 %	POST GR 6 %	% CHANGE
3	LIKELIHOOD DECREASED	47.6	41.9	-5.7	46.6	42.5	-4.1	46.7	42.7	-4.0
1	LIKELIHOOD INCREASED	10.4	11.6	+1.2	9.5	10.8	+1.3	11.7	11.7	+0.0
2	MAKES NO DIFFERENCE	30.7	33.6	+2.9	31.6	34.7	+3.1	30.9	32.7	+1.8
	DON'T KNOW	11.1	12.7	+1.6	12.0	11.9	-0.1	10.6	12.7	+2.1
	TOTAL RESPONSES	4731	4233		1869	1814		1820	2077	
	MEANS & T-RATIO	2.41	2.34	4.567	2.42	2.35	2.611	2.39	2.35	1.576

LANGUAGE RESPONSES

WT.	RESPONSE	PRE ENG. %	POST ENG. %	% CHANGE	PRE SPAN. %	POST SPAN. %	% CHANGE	PRE CHIN. %	POST CHIN. %	% CHANGE
3	LIKELIHOOD DECREASED	49.2	44.6	-4.6	35.9	33.3	-2.6	24.4	14.5	-9.9
1	LIKELIHOOD INCREASED	10.5	11.3	+0.8	11.4	13.3	+1.9	8.8	14.8	+6.0
2	MAKES NO DIFFERENCE	29.9	33.3	+3.4	28.9	29.7	+0.9	44.4	40.5	-3.9
	DON'T KNOW	10.2	10.6	+0.4	23.6	23.5	-0.1	22.4	30.0	+7.6
	TOTAL RESPONSES	4367	3711		114	225		250	296	
	MEANS & T-RATIO	2.43	2.37	3.690	2.32	2.26	0.624	2.20	1.99	3.247

COMPARE PRE & POST SURVEYS (1971-72)

QUESTION 26:

WERE YOU CONSULTED IN THE DEVELOPMENT AND PLANNING OF ACADEMIC PROGRAMS FOR YOUR CHILD'S SCHOOL THIS YEAR?

TOTAL AND GRADE RESPONSES

WT.	RESPONSE	PRE TOTAL %	POST TOTAL %	% CHANGE	PRE GR 3 %	POST GR 3 %	% CHANGE	PRE GR 6 %	POST GR 6 %	% CHANGE
4	VERY MUCH	22.7	15.1	-7.6	23.8	15.1	-8.7	22.0	14.2	-7[illegible]
3	SOMEWHAT	25.2	29.5	+4.3	25.2	28.2	+3.0	25.1	30.1	+5.0
2	NOT VERY MUCH	17.0	15.6	-1.4	16.7	14.6	-2.1	17.8	16.5	-1.3
1	NOT AT ALL	34.9	39.6	+4.7	34.1	41.9	+7.8	34.9	39.0	+4.1
	TOTAL RESPONSES	4108	4104		1584	1756		1622	2030	
	MEANS & T-RATIO	2.35	2.20	6.772	2.38	2.16	5.517	2.34	2.19	3.872

LANGUAGE RESPONSES

WT.	RESPONSE	PRE ENG. %	POST ENG. %	% CHANGE	PRE SPAN. %	POST SPAN. %	% CHANGE	PRE CHIN. %	POST CHIN. %	% CHANGE
4	VERY MUCH	22.0	15.1	-6.9	43.0	21.7	-21.3	27.6	10.1	-17.5
3	SOMEWHAT	24.9	28.8	+3.9	35.4	37.0	+1.6	27.1	33.3	+6.2
2	NOT VERY MUCH	17.1	14.6	-2.5	6.3	10.6	+4.3	18.6	32.2	+13.6
1	NOT AT ALL	35.7	41.3	+5.6	15.1	30.5	+15.4	26.5	24.2	-2.3
	TOTAL RESPONSES	3841	3611		79	216		188	276	
	MEANS & T-RATIO	2.33	2.17	6.050	3.06	2.50	3.839	2.55	2.29	2.707